

The Filipino Teacher

VOL. I

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No. 11

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JUSTO JULIANO, Editor.—E. PESTANO, Manager.

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EDITORIAL

The Philippine Teachers' Association

The objects of this Association shall be to form a more nearly perfect union and fraternity among the members of the society, to defend the interest of the Filipino teachers in general and that of the Philippine Teachers' Association; to promote among the members of the Association social intercourse, to assist the government, to advance the interest of the people, to bring before the people in the most effective way the purposes of the government as represented by the Department of Public Instruction, to mutually protect and benefit the members of the Association.

(Art. II Constitution of the Philippine Teachers' Association.)

Such are the objects that promoted the creation of Philippine Teachers' Association which can be contained in these two words, *union* and *progress*.

Union and progress; these are the two incarnate desires, which though handicapped by unconceivable difficulties through ever-rolling centuries, has remained alive within our breasts fostered by that nourisher of life, Hope.

Union and progress; these are the two holy causes which impelled the patriotic heart of our illustrious hero, Dr. José Rizal, to give up his own dear life. He knows that his death will be the only zeal which will forever annihilate that monster of oppression which guards the portals of the orient sun, thus preventing him from dispelling the gloom which reigns around. Dr. Rizal knows well that his death means life to one nation, and that his blood means the nourishment of the thousands of hearts which suffer the thirst of oppression and slavery.

Dr. Rizal gave his dear life without hesitation because he foresaw that his death means the union and the progress of the people he so dearly loved. And we, as Filipinos and as teachers, are we to disappoint our beloved hero's belief? Are we to let it fall down on the dust and be trampled underfeet? Are we to let the wind blow the fragrance of his almost celestial thought?

His body now rest in his tomb and his soul has ascended the stars but the living spark kindled in

our hearts shall forever blaze with the sun of the ever-rolling centuries to come.

Union and progress are the incarnate causes of the sacrifices and deaths of the heroes of our land.

Union and progress are the blended incarnate purpose of the Philippine Teachers' Association. Union and progress are at once the pedestal and the monument of their hope, the protoplasm of their desire.

Many strange prophecies have been forecasted by many modern prophets of fate upon the Filipinos. One of these even ventured to say that Filipinos can never become united together. Of course we know it is a great farce. Dear brethren, let us take the lead; let us show to the world that it is a slander; let us be united together. Let the teachers from the distant and secluded barrio schools to the insular teachers of every town and province, let each and all join the Association, thus showing ourselves once more as people believing that in union there's strength.

Dear brethren, are you yet hesitating? Don't yet turn your faces. Let us tell you some of the benefits to be derived from this Association.

Firstly, the promotion of union and solidarity among the teachers of all the provinces far and near and as a consequence the social intercourse between people of different provinces throughout the Philippine Islands will be greatly developed and as a result of this consequence the Filipinos will be consolidated into one compact nation having one motto: "Union and progress." The result means added prosperity to the country.

Secondly, the interest of the teachers will then be aroused to the highest tension from the results above stated thus adding more to the success of the Department of Public Instruction and of the Government.

Thirdly, the mutual protection and benefit work of the Association extended to every member means a great deal---a protection against misfortunes and calamities which may happen to come unbidden at any moment. As an example of this we have the case of one of our enthusiastic comrades, Mr. A. Ilaya of Cebu. The comfort and helps which come pouring in from every friend upon the ill-lucked companion will alone relieve him of half his misfortune.

There are many other priceless benefits we can get but they are too innumerable to be related here.

Knowing all the benefits above stated, fellow teachers, are you yet to hesitate? Won't you yet throw that mantle of bashfulness and seclusion which has so long kept you at the bottom? Won't you like to fly upwards, where the sky is clearer, the air purer the horizon wider? Come, and join us. What? Did you say and would any one dare to say, "We'll join when we see that the Association has already accomplished some great thing?"

This is an excellent idea, but won't it be a far

nobler act to join the ranks before the battle is issued or is issuing, than when the fight is already half-won? What would you call a soldier who would not join the lines until the victory is almost gained? You would not think much of his courage, would you? and when the victory is won, who would you call the real heroes? Of course, not those who have lately joined who did so only to share the already won glory of victory.

Come, then, fellow teachers, swell the ranks; join us to win the glory. We are long in waiting for your help. We need your co-operation; and certainly you would not refuse it.

Let provincial committees be established on *all* provinces, since ample autonomy is granted. You can do it. Let there be a strong link between each teacher in the Philippines. It is one of our duties. Let the bond of friendship, brotherhood and the association bind each one of us, thus exerting among our own countrymen a powerful element which will influence and lead every one of them and every one of us towards the culmination of our sacred purpose.

Fellow teachers, in the name of progress, in the name of our dear country, and in the honor of our profession, come and join the phalanx of the Philippine Teachers' Association.

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Manila, P. I.

Who is "Old Teacher?"

Before delving within the crater of this man's sophistical accusations it seems necessary for us to say that it is not our purpose nor intention to waste our time in matters of this sort. We repeat, dear reader, we do not want it.

But, what could we do; shall we (and should we) leave Falsehood to bear the victory and prodly march in triumph? No, and a thousand times no.

Under the cloak of "Old Teacher," [as the Angel of Hades in the guise of a venerable man] this *wise* man, who in all probability has a world-wide knowledge of the affairs of others like the most celebrated and renown of all barbers, the "weasel faced" Pedrillo Pedrugo, of Granada*, tries to convince Public Opinion and advises the Philippine Assembly to be on the look out. "Old Teacher" [the pseudonym of this dignified gentleman and newsmonger] in his celebrated philippics published in the Cablenews-American Feb. 7th, accuses that the Filipino Teachers have not the right to petition from the Assembly "presumptuous" salaries [as is to his "logical view"]. His clear reasonings convinces even the most optimistic judge that the Filipino teachers are now receiving salaries they "should not" perceive. Is it because the Civil Service examination they are required to pass and the weight and responsibility and hardship of the work they are to perform, are not the same---nay, the work of the teachers are easier compared with that of a clerk who copy letters on the typewriter, and therefore the latter should receive, as they do at present, higher salaries than the teacher?

He states further on that "teachers have nothing to complain of" and "have everything to be thankful for."

Wise "Old Teacher's" statement is so very true---yea; more than true, because he believes that the teachers are such miserable beings who can be satisfied with "a scanty ration" in return for his slave-like work as he has now practically. A beast of burden is treated more humanely than that. If "Old Teacher" believes not in this he must be either a man of his reasons or a being whose seat of mind is clouded with pessimism. To the following question let "Old Teacher" meditate with care.

Why do many Normal graduates and Government students have not decided to belong in the Bureau of Education? Is it because "they have nothing to complain of?" Is it because "they have everything to be thankful for?" Dear Mr. "Old Teacher!" You surely don't mean what you have said!

And he is not satisfied with these two accusations. He further said that the *Filipino teachers are not worth anything* for *they are men in years but children in knowledge* and that *"paying them is an imposition on the tax-payer"*

That *Filipino teachers are not worth anything* is a statement which clearly reflects the soul of the writer---a soul which breathe nothing but the essence of a lie! He might as well ^{and} said that the end of the world has come, and the people would believe it rather than say such a ridiculous phrase, devoid of truth, cowardly spoken,---in a word, a superlative slander!

"Old teacher" has had that ripe experience, perhaps, which enables him to know that the Filipino teachers are *men in years but children in knowledge*. Hate is so close to his eyes that he lost sight of everything else. Every worker should be paid according to the value of the work he renders not according to what he knows of the theoretical part of the work. Let us repeat to you, sir, the weight of the work actually rendered, the result of his work must be and ought to be the basis of his salary. It is the product that counts. We do not see any reason why a simple worker would not receive as much or more compensation than a forensic speaker, when the former has rendered a more worthy work than the latter. The fact that some Filipino teachers are in the fifth, sixth and seventh grades does not mean in the least that they know only so much. It may be that they know only so much in English but it must be understood that many of them have had years of actual practice in teaching. Many Filipino teachers may be inferior in knowledge than some American teachers but now that the result of the work rendered by the former is not inferior compared with that of the latter, the Filipino teachers must surely and rightly receive a compensation equal to their work at least, if not equal to that of the Americans. Why should there be that hateful difference in salary between Americans and Filipinos? For, as long as this gulf exists between the two, the barrier of discord will never be dissolved!

The one can not help himself to consider that he is superior than the other simply because of his salary as this man, "Old Teacher," is at now. So let that difference of salary be remedied and the ever existing hatred shall be dissolved.

The last statement, *"paying the Filipino Teachers in an imposition on the tax-payer"* is of course a great absurdity,---product of "Old teacher's" ripe experience.

* See Legend of the Moor's legacy, Irving's Athambra.

mixed with rage. He perhaps thought that Filipino teachers are like him. No, dear "Old teacher". They are people who are ashamed of receiving even one cent which they should not receive and have no right to get. Every cent paid to them weighs lighter than the works given by them in return. At present, as we have stated somewhere, they are poorly paid—so poor that many have, and still many are, discouraged and withdraw their weapon of battle.

To sum up, and to say in short, these accusation formulated against the Filipino teachers are all sophisms and slanders and libelous. They are spoken only to create discord and hate, to awaken the dying vibrations of the inharmonious string of antipathy.

What we can not decide till at present is the question. "Who is old teacher? Is he a teacher of the public school, or is he a teacher of something else? Now he is old; what has he done while he was yet young? We ignore. He has come to the eyes of the world already old with experience of a great sophist(?)

And yet, he says all the same and does not change it. He thinks he says the truth, perhaps.

That is the reason why he has the moral courage to hide his real name among the shadows of pseudonyms. Why did he choose to do so? Because that is honest, and honorable. Because that proves he is singing the truth and nothing but the truth, for his if it is a lie will he not without hesitation attach name with his article? Why, most assuredly!

For next time friend "Old teacher" if you wish to convince Public Opinion, if you wish the world to believe in your philippics, if you so desire every one and all not to doubt on your sincerity, if you really care to persuade even us that you are exposing the truth and nothing but the truth without any streak of falsehood, *don't be afraid of signing your true name*. Don't be ashamed, don't be bashful. Be courageous and straightforward. Another quite important thing is, don't waste your powder for nothing. They are costly and besides it may do you harm dear "Old teacher". So, beware.

We close with the hope that "Old teacher" is again hushed to sleep in the cradle of his old age. May he rest profoundly.

g. g. b.

The Tattling Newspaper

"Daily Bulletin" is a respectable newspaper who believes that school children here in the Philippines are given an "exaggerating importance," and consideration due persons of ripe intelligence.

And further more, that "he" (the pupil) dictates in many cases whom his instructor shall be. All of this is believed by Daily Bulletin. Its view is undoubtedly either beyond truth or below it. A dream!

The world knows that there is no "exaggerating importance, or consideration or privilege" given to school pupils here in the Philippines. It is a ridicule. And it talks of dangers ahead.

And accuses the Philippine Teachers Association. The fact that Daily Bull. has previously uttered a slander proves that is this nothing but another dream. It tattles that the said association is under the control of a demagogue.

It ought to be forgiven, for it knows not of what it is talking! Poor thing. It perhaps thought, while in slumber, that the Filipino teachers do not have their own opinion, their own judgement, their own courage, their own points of view. They do not need of any demagogue to guide them for they know that no slaves can train up free men. Daily Bulletin can now rest assured that the Filipino teachers are not what it pictures in its canvas.

Furthermore, Daily Bulletin has shown its utter ignorance of the memorial the Philippine Teachers' Association has presented to the Assembly, it when

reforms, "counts on the control of the Small Voice [meaning the students] behind the primer of its strength,"

Fallacy! Sophism! Slander!

Daily Bulletin is another germ of discord, another stirrer of the sediments of dissension which has so long poisoned this soil. Talks of things it does not clearly understand. If Daily Bulletin explains itself clearer, expresses itself definitely, and with a right sense then, and then only, that the Philippine Teachers Association can consider its accusation founded on the ground, and not in the clouds as now apparently, is.

Speaking of a thing you are not sure of is quite a hazardous business. Take care!

February 7th has been a day of tattles.

g. g. b.

E. E. Calvin

CONTRACTOR

MANILA

Tel. 4247 461, Paz St.

THE LAST NUMBER OF VOL. I.

This is the last number of the first volume of *The Filipino Teacher*. It has been foretold that this journal will not last three months, because in the first place our capital is not quite enough as it should be, and secondly, that with the already hard work we have it is almost impossible for us to run it. But notwithstanding these difficulties, we have at last reached and completed a milestone of our journey.

Sincere thanks are due to all our friends who helped us uplift the paper, and we sincerely hope that as they wish the success of this journal, as they desire the prosperity of this paper, they will not withdraw their support and patronage and good will and encouragement.

We notify our subscribers whose subscription expire with this number that they should kindly fill the following blank. As a convenience to them and to us we desire in the future issues, that they should inclose the amount of subscription with the order, and prompt attention shall be given.

Cut and mail the Coupon below.

<p>Manager, "The Filipino Teacher."</p> <p>Enclosed please find _____ for which send to the following address a year's subscription to "The Filipino Teacher."</p> <p>Very respectfully,</p> <p>Name _____</p> <p>Address _____</p> <p>Town _____</p> <p>Province _____</p>

Address delivered by Mr. H. A. Bordner, Division Superintendent of Bulacan, in the inauguration of the Philippine Teacher's Association, on that province, which took place Jan. 11th 1908.

Mr. President, Members of this Association, and Ladies and Gentlemen:—

I consider myself highly honored by being asked to address the members of this association—the teachers of Bulacan Province.

Somewhere in the BOOK of all books it says "No man liveth unto himself," and in the same BOOK it is said "It is not good for man to be alone" and of much more recent origin comes the saying "In union there is strength"; I have no doubt but that the teachers of Bulacan have had some or all of these quotations in mind when they founded "The Philippine Teachers Association of Bulacan."

The combination of persons who belong to the same profession, trade or occupation into unions is a very prevalent and customary occurrence in occidental countries and more or less common in the orient.

The result, value, and importance of such organizations must necessarily depend on several things.

In the first place the character of the men and women who make up or constitute an organization are the most important factors in determining the trend and value of its existence.

The social, political, and religious condition of a country together with vital existing problems which are begging for solution form another factor that determine the value of an organization.

The intent and purposes of the men and women who form an organization have a great deal to do with the importance of the organization.

It is therefore safe to say that if men and women of brains and aptitude, together with high and noble intentions, possessing breadth and depth of character bind themselves into a union or organization in a country in which there exist burning questions and problems for solution, and if these very men and women meet and deliberate for devising solutions for applying remedies when needed, I repeat, it is safe to say that such an organization is of the highest type and is fraught with value to both the members and the community in which the society exists.

Let us consider for a few moments the condition of the schools in the archipelago in general and those in Bulacan in particular. The primary object for which schools exist is to give every child an education,—a training of the mind, eye, and hand coupled with a certain amount of ethical or moral elucidation so that the child may become a law abiding, peaceful citizen; capable to earn a living for himself and family and capable to take an intelligent part in the civic functions of his town, province and country. Do our schools give this education to all the children? Do our schools give the proper kind of training of a satisfactory quality and quantity? Are the schools financially receiving sufficient aid? Do the schools have the proper moral support of the community i. e. of the various individuals which comprise the community? Is the attitude of the various officials, municipal, provincial and insular satisfactory?

There is no doubt but that the answers to the foregoing questions would all be negative, and if this be so then there arises at once the question, why? I have neither the time nor the ability to enter into a full discussion of these questions but I shall devote some time to them for I am thoroughly convinced that conditions can at least be improved if not completely alleviated.

The school facilities in Bulacan, nor in any part of the archipelago, are insufficient to educate every boy and girl. There are two reasons why this is so. There is not enough money spent on the public school and too much is used for police and military purpose. Take a concrete example; a certain town in

an adjoining province has 26 municipal police who receive 18 pesos per month and a chief of police who receives 60 pesos a month making a month expenditure of 518 pesos. In this same town there are 11 municipal teachers who receive an average salary of ₱21.60 or ₱237.60 monthly. The town actually spends more than twice as much for police as for teachers. It is certain that if they would spend still less for teachers and schools they would have to spend still more for police. The remedy for this insufficiency of the public school is the provision of more school funds. This is one of the burning problems that should demand attention from this organization.

Do the schools give the proper kind of training of a satisfactory quality and quantity? The answer to this query is dependent on the teacher and not on the officers in charge of the schools. A complete discussion of this problem involves a discussion of the teachers. In the circular letters of the 1907 series there has repeatedly appeared this statement, "The school is no better than the teacher." And I might add that the teacher is no better than his training, or he is no better than his salary, but his salary depends on his training, and his training determines his value.

The Bureau of Education in the past has considered that a boy or girl who can read and write can act as a teacher or at least as an assistant teacher. This is erroneous because "A third grade boy cannot teach a first grade class." Of course in the early days of the organization of the public schools we frequently had to hire teachers who were totally unfit to teach because they lacked preparation. As time advances the requirements of teachers should and do become higher. In the Normal Institute for Filipino teachers conducted in 1904 there were about 95 of the teachers in Bulacan enrolled in the lowest grade—grade IV then, and grade V now. In the 1907 institute, our last, there were but 16 teachers in this grade. This shows that in 3 years we got rid of no less than 79 teachers belonging to our present 5th grade, and I trust that by June of the present year we shall be able to put ourselves on record as having no teachers lower than grade VI. In 1904 we had no teachers who had completed the intermediate course of instruction and today we have at least 25 teachers who have completed the intermediate course.

In the Division of Bulacan there are given two grades of appointments to municipal teachers—permanent and temporary. Temporary appointments are given to all beginning teachers. If such teachers whose original appointments were made in June give satisfactory service during the following six months the appointments are made permanent. Temporary teachers are not wanted and in almost every case they are retained only because no better material is available

for appointment. The members of this association may feel sure that temporary teachers will receive permanent appointment after six months trial providing the work is satisfactory, and that temporary teachers after having served six months during which they have not demonstrated capacity or ability will be dropped just so fast as better candidates for appointment are available. The salaries of teachers in Bulacan province depend on the kind and class of work the teachers are able to do and on the amount of school funds at the disposition of the division superintendent.

As time advances and progress continues the educational qualifications of teachers will become higher. I am of the opinion that in less than 5 years no one may be appointed to teach who has not completed the intermediate course. Knowledge of subject matter coupled with unlimited patience and sympathy, together with tact and a love for hard work and persistent application and a high moral standard are the desirable and necessary qualifications of every teacher. Enhancing the qualifications of teachers thereby increasing their efficiency together with securing better financial emoluments is another field in which this organization should lavishly spend a part of energy.

Time forbids me to take up the three other questions. Do the schools have the proper moral support of the community—the people? Of the officials? And do they receive proper patronage?

In conclusion I should like to outline what I consider should receive attention, deliberation and recommendation of the members of this association, and for that matter from all of the teachers belonging to the Bureau of Education.

1. Recommendations on how the schools can be made more efficient.

2. Recommendations to the Philippine Assembly to make better financial provisions for the schools, through proper and adequate legislation.

3. An effort to raise the educational standards of the teachers.

4. United effort should be made to win the wholesome support of the public, citizens, children, and officials.

5. You should enkindle enthusiasm among you for the schools of Bulacan and to induce the people of the province to patronize our schools rather than those of Manila.

6. Efforts should be made to bring about and maintain good fellowship among the teachers.

7. You should encourage benevolence; give help to one another in time of want or distress.

8. The exchange of ideas in order to obtain better methods of instruction should form a part of every program for the meeting of this organization.

In fact there is no limit to the number and amount of good things this association may accomplish. Stay out of politics and religious controversies and consecrate yourselves to your noble profession and strive ever to reach lofty ideals.

Resolution of The Philippine Teachers' Association

Feb. 12th 1908.

WHEREAS:

On January 28th 1908, Miss Anna E. Hahn, a teacher in the High School of the city of Batangas, the capital of the province of the same name, was assassinated and,

WHEREAS:

Upon her tragic death the Bureau of Education has lost a worthy members; the teachers, an esteemed sister of proffession, the pupils a valuable guide and companion on their difficult journey to success;

BE IT THEREFORE RESOLVED:

That the highest expression of sympathy of the "Philippine Teachers' Association," in the name of all the Filipino teachers of the Philippine Islands, be extended to the family and immediate relatives of the late lady, and,

BE IT FURTHER RESOLVED:

That copies of this resolution be sent to the Director of Education, be published in "The Filipino Teacher," and be forwarded to the family of the late Miss Anna E. Hahn thru the hands of Dr. David P. Barrows.

Very respectfully,

For the Association,

(Signed) THE BOARD OF DIRECTORS

MANILA, P. I., FEB 21, 1908.

We, the members of THE PHILIPPINE TEACHERS' ASSOCIATION, in the name of all the teachers in the Philippine Islands, respectfully submit the following resolution:—

WHEREAS:

The Municipal Board approved the resolution presented by the Philippine Carnival Association, to exhibit so base a gamble, the cock-fight, and,

WHEREAS:

The said cock-fight is not of any importance, therefore no worth seeing at all neither to the citizens of the Philippine Islands nor the foreigners, and,

WHEREAS:

This most noxious vice is of no benefit but will only stimulate the interest of the people in gambling, and,

WHEREAS:

This above said gamble is one of the sources which convey the Filipino citizens upon criminal action, and,

WHEREAS:

The mission of the Philippine Teachers is to educate the Filipino people and bring them in such a more progressive stage of life, and,

WHEREAS:

It is also the policy of the Supreme authority of the United States and of the Government of the Philippine Islands to deter all the injurious vices that might have an evil effect upon the moral progress and civilization of the people, and,

WHEREAS:

The aim of the Philippine Carnival Association is to show the progress, ability and the state of civilization of the Philippine Islands to foreign spectators and at the same time the said "Carnival" be of more beneficial to the public and is therefore illegal to exhibit so base a vice before the coming foreigners; as it will trample the dignity of their sacred purpose.

Be it therefore resolved:

That in the name of the Philippine Teachers' Association and all the teachers of the Archipelago this resolution be forwarded to the Governor General of the Philippine Islands, to respectfully petition his Excellency to adopt a prompt measure to avert the above said resolution of the "Philippine Carnival Association" approved by the Municipal Board, and.

Be it further resolved:—

That copies of this resolution be sent to said Carnival Association and to each newspaper of Manila, as a token of our most profound regret for the proposed resolution concerning the cock-fight, and as a result we beg them not to carry out the above proposed resolution, concerning the cock-fight for the sake of the Filipino people and of the ground made sacred by the blood of our most beloved martyr Dr. José Rizal.

Very respectfully,

JUSTO JULIANO
Secretary

JOSE TOPACIO
Director

CAYTANO LIGOT
Director

L. R. GONZALES
President

VICENTE DIAS
Vice-president

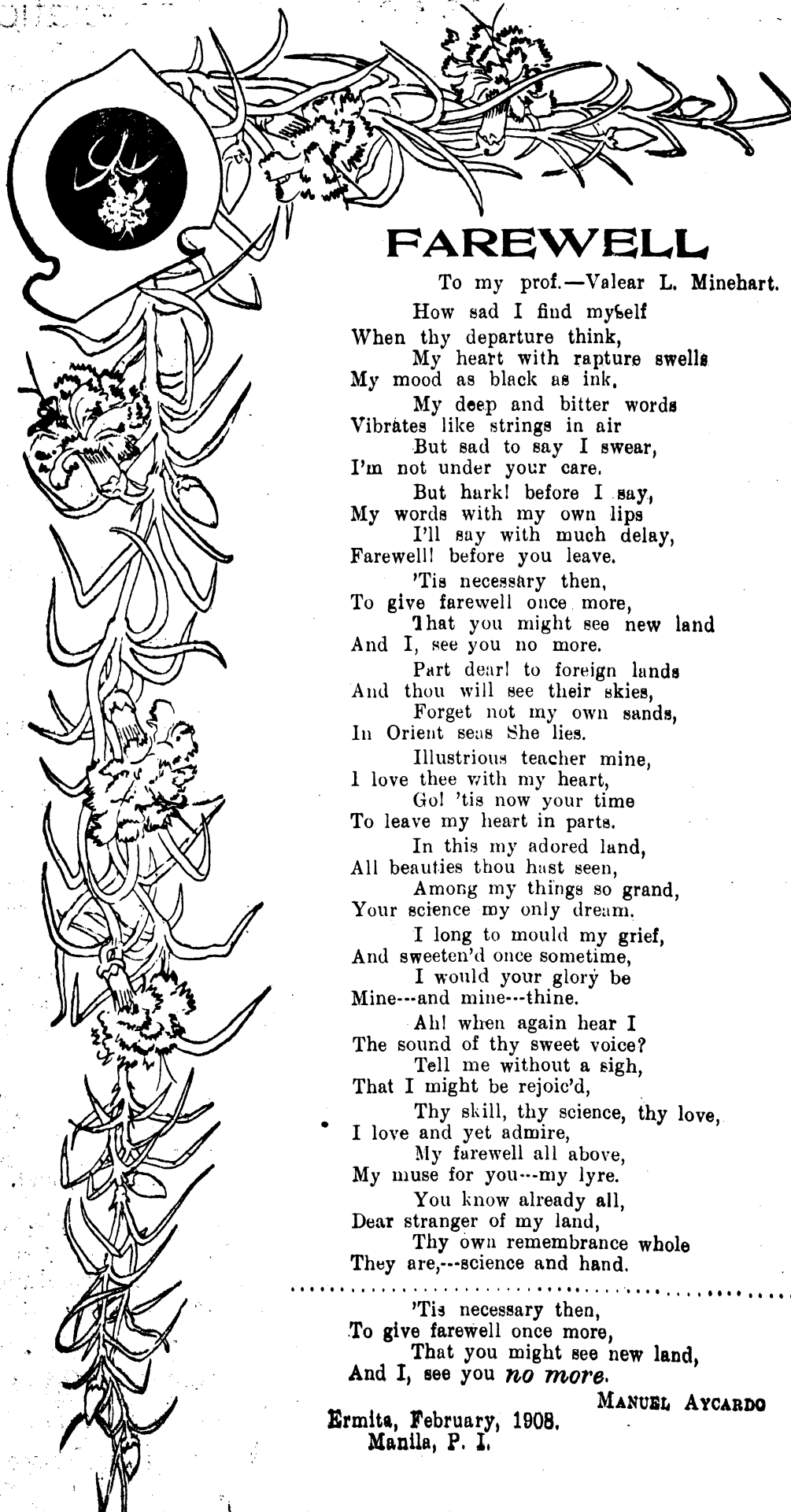
SEGUNDO INFANTADO
Vice-secretary

TIMOTEO FAUSTINO
Director

GREGORIO VILLA
Treasurer

ALEJANDRO ALMOALLA
Director

AGAPITO FRANCISCO
Director



FAREWELL

To my prof.—Valear L. Minehart.

How sad I find myself
When thy departure think,
My heart with rapture swells
My mood as black as ink,
My deep and bitter words
Vibrates like strings in air
But sad to say I swear,
I'm not under your care.

But hark! before I say,
My words with my own lips
I'll say with much delay,
Farewell! before you leave.

'Tis necessary then,
To give farewell once more,
That you might see new land
And I, see you no more.

Part dear! to foreign lands
And thou will see their skies,
Forget not my own sands,
In Orient seas She lies.

Illustrious teacher mine,
I love thee with my heart,
Go! 'tis now your time
To leave my heart in parts.

In this my adored land,
All beauties thou hast seen,
Among my things so grand,
Your science my only dream.

I long to mould my grief,
And sweeten'd once sometime,
I would your glory be
Mine---and mine---thine.

Ah! when again hear I
The sound of thy sweet voice?
Tell me without a sigh,
That I might be rejoic'd,

Thy skill, thy science, thy love,
I love and yet admire,
My farewell all above,
My muse for you---my lyre.

You know already all,
Dear stranger of my land,
Thy own remembrance whole
They are,---science and hand.

.....
'Tis necessary then,
To give farewell once more,
That you might see new land,
And I, see you *no more*.

MANUEL AYCARDO

Ermila, February, 1908.
Manila, P. I.

Pedagogical Department

ORAL GEOGRAPHY.

BY J. T. (TEACHER)

LESSON IX.

Inland Bodies of Water.

Bring out:—

1. When we walk upon the land we shall surely come to some body of water.
2. This water is either at rest in pool, ponds or lakes, or it is flowing in streams on the surface of the land.
3. If we see small body of water standing in a low place, we call it a pool.
4. A pond is a body of water surrounded by land but larger than a pool.
5. A lake is a body of water surrounded by land.
6. It is large, than a pond.
7. A tiny stream of water which flows on the surface of the land is called a rill.
8. A Brook is a stream of water larger than a rill.
9. A Creek is a stream of water larger than a brook.
10. A river is a large stream of water that flows on the land into a sea or lake, or a still larger Stream.
11. The mouth of a river is where it empties its water into the sea.
12. The source of a river is where it rises.
13. The two sides of a river are its banks.
14. The rill, brook, and creek are the branches of a river.
15. These branches are tributaries to the river.

Questions:—

1. When can we find some body of water?
2. What is this body of water doing?
3. What is a pool?
4. What is a pond?
5. What is a lake?
6. Which is larger, lake or pond?
7. What is a rill?
8. What is a brook?
9. What is a creek?
10. What is a river?
11. Where is the mouth of a river?
12. Where is the source?
13. What are the banks of a river?
14. What are the branches of a river?
15. What are these branches?

LESSON X

Plants and animals.

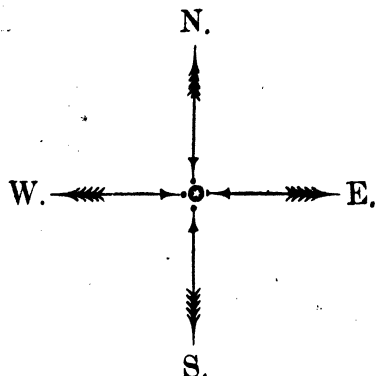
Bring out:—

1. We have already studied that the earth's surface is made up of land and water.
2. We know that plants, people and animals live on the land.
3. Many plants and animals also live in the water.
4. Animals and plants live where at they are suited best to live.
5. Plants and animals which need much water must live where water is to be found.
6. Plants and animals which are not very fond of water will live in dry places.
7. Some land plants that grow near my house are; palay, banana, manga, and chico.
8. Kiapo, lilies and kang-kong are water plants.
9. Some common land animals are carabao, horse, dogs, cats and goats.
10. Some water animals are fishes, crabs and lobsters.
11. Animals live where they can obtain food.
12. Their coverings vary with their needs.
13. Plants and animals have means of protecting themselves from their enemies.
14. People and animals depend upon plants for their food.

Questions:—

1. What is the surface of the earth made up?
2. What lives upon the land?
3. Do all plants and animals live on the land?
4. Where are plants and animals suited to live?
5. What kind of plants and animals live in the water?
6. Where do plants and animals which are not fond of water live?
7. What land plants grow near your home?
8. Name some water plants.
9. What common land animals are there?
10. Name some animals that live in the water.
11. Where do animals live?
12. Tell me something about their covering?
13. Do plants and animals protect themselves from their enemies?
14. What living things depend upon plants? Why?

LESSON XI.

*Chief Points of the Compass.*

Bring out:---

1. There are four cardinal points; They are North, East, South and West.
2. The position of the sun enables us to find these points.
3. The east lies in the direction of the "rising Sun."
4. If we stand with outstretched arms facing the east our right arm points toward the south.
5. Our left arm points toward the north, which lies exactly opposite the south.
6. The west lies in the direction of the "Setting Sun."

Middle Directions.

7. There are also four intermediate or middle directions.
8. They are Northeast, Southeast, Northwest and Southwest.
9. Northeast is the direction between north and east.
10. Southeast is the direction between south and east.
11. Northwest is the direction between north and west.
12. Southwest is the direction between south and west.

13. A compass is used to determine direction.

Directions on the map of the earth.

14. The upper part of a map is called the north.
15. The lower part of it is called the south.
16. Looking at the map, the right hand side of it is east.
17. The left hand side of a map, as we look at it, is called the west.

Questions:

1. How many cardinal points are there?
2. What are they?
3. What enables us to find these points?
4. Where is the east?
5. How do you find the south?
6. Where is the north?
7. Where does west lie?
8. Are there other means of finding the cardinal points?
9. What directions do you know beside the four cardinal points?
10. What are they?
11. What is the direction between north and east called?
12. Where is the south east direction?
13. What direction lies between north and west?

14. Between what directions is south west?
15. What is used to determine direction?
16. What is the upper part of a map called?
17. What is the lower part of a map called?
18. Where is east in the map?
19. What is the left hand side of the map called?

Note:— The teacher should bring a pocket compass into the class and show his pupils the difference between the Magnetic Pole and North Pole.

Tell your pupils that a compass is an instrument that has a dial something like the face of a clock.

It is used to determine direction.

The Philippine Teachers' Association

Central Board Items.

—The Association will rent a house, the monthly payment of which shall not exceed ₱20. Said payment will be obtained from voluntary contributions from all members and friends. The members of the past and present board of Directors are each to pay ₱1.

—A committee on "Personal property" [mobiliario] is now created, the purpose of which is to collect voluntary contributions from all sources. The following were elected members, Mr. Tranquilino Buenaventura, Chairman, and the other members are Miss Consuelo Agrava [Malate], Mr. Vicente Morales [Ermita], Mr., Justo Juliano [Intramuros], Mr. Demetrio Gloria [Concepcion], Miss Cesarea de los Reyes [Singalong], Mr. Emilio Pestano, [Sampaloc], Mr. Eduardo Guazon [Pandacan], Mr. Pedro Antonio [Pako], Mr. Agapito Francisco [Peñafrancia], Mr. Hermenegildo Cope [Santa Ana], Mr. Segundo Infantado [Meisic], Mr. Vicente Diaz [San Nicolas], Mr. Antonio Bacho [Tondo], Mr. Manuel Buenaventura [Gagalangin], Mr. Ildefonso Hernandez [San Miguel], Mr. Apolinario Haber [Dolores], Mr. Tranquilino Arrieta [Sta. Cruz], Miss Vicenta Mata [San Lazaro], Miss Adela Silva [Quiapo], Mrs. Emilia Vitan [Sta Mesa], Miss Albrada Avelino [Centro Escolar].

—The Association received a bronze medal from the Rizal Committee some days ago.

—Admission of New Members.

The following teachers have joined the phalanx of the Philippine Teachers' Association. No words can express the feelings of happiness and pride and interest they will bring into the Association. They are Misses, Elisea Gonzaga Teofila Asico, Lucia Fernandez, Paz Constantino, Ramona Ponce de Leon, Paula Serrano, Benedicta San José, Messers. Simplicio Manuel, Gavino C. Bernabé, Mariano Legaspi, Alejandro Santos, Domingo Rodriguez, Ceferino Francisco, Nicolas Fracisco, José Limchangco, Santiago Clemente and Roman Patricio.

—A bill of ₱ 20 was provided for the expenses of a flag for the Association. The colors shall be red, white and blue; and the badge of the Association to be put in the middle part.

The following members were given charge of its execution: Mrs. Micaela Flores de Claro, Chairman, and Misses Concepcion Garcia, Elisea Gonzaga, Messers. Feliciano Navarro, Filemon Cosio, Julian Moreno Marciano Rojas, are the other members.

—The Committee on relief for Mr. Ilaya, has now collected the amount of ₱40 and expects to collect some pesos more the coming pay-day.

---An amendment to the constitution that an office for an assistant secretary be created was approved and henceforward the Board of Directors shall be a president, a vice-president a secretary, an assistant secretary, a treasurer, and five directors.

Another amendment is the including in the constitution of the creating of branches of the Association in every province throughout the Philippine Islands, and the giving of ample autonomy to each.

---Mr. Segundo Infantado, and Mr. Vicente Diaz were consecutively chosen as Assistant secretary and Vice president.

THE FATHER OF HIS COUNTRY

George Washington was born in Westmoreland County, Virginia, on the 22d of February, 1732. He was the eldest son of a planter, Austin Washington to Mary Ball.

At the time of George Washington's birth, his father lived by the banks of the Potomac in Westmoreland Country.

George's father owned a large and valuable property in lands which he acquired chiefly by his own industry.

We believe, that, in the concerns of business, he was methodical, skilful honorable, and energetic. His occupation was that of a planter. This kind of work had been the pursuit of nearly all the principal gentlemen of Virginia.

Austin Washington died at the age of forty-nine. He was buried in the tomb of his ancestors. Each of his young children inherited a vast separate plantation. To George were left the lands and mansion where his father lived and died. They were five young children. The eldest of whom was eleven years old. And he was George. The superintendence of their education was confided to their mother, Mrs. Washington. Her good sense, assiduity, tenderness, and vigilance overcame every obstacle.

As the richest reward of a mother's solicitude and toil, she had the happiness to see all her children come forward with a fair promise into life, filling the sphere allotted to them in a manner equally ho-

norable to themselves, and to the parent who had been the only guide of their principles, conduct, and habits.

George Washington attended only a rural school. Tradition says that he was inquisitive, docile and diligent. It adds that he formed his schoolmates into companies, who paraded, marched, and fought mimic battles. In these battles he was always the commander of one of the parties.

He was very fond of all athletic sports. He liked the games of running, jumping, wrestling, tossing bars, and other feats of agility and bodily exercises.

He continued these practises until he was a tall grown man. While at school, his probity and demeanor had won the deference of the other boys. In their disputes he was made their arbiter. And George never failed to be satisfied with his judgment.

His manuscript school books, have been preserved, from the time he was thirteen years old. "Form of writing" was the name of his manuscript. It contained bills of exchange, receipts, bonds, indemnities, bills of sale, land warrants, leases, deeds, and wills. They were written out with care. The prominent words were in large and varied in imitation of a clerk's hand-writing. Then followed selections in rhyme. These were distinguished in good sentiments. In them pervaded the religious tone and not the poetical beauties.

But his "Rules of Behavior in company and conversation is the most remarkable part of the book. It is a system of maxims and regulations of conduct. This book is very important. It is suited to form the habits of a child. Also it is fitted to soften and polish the manners. It is good to impress the obligation of the moral virtues.

It teaches what is due to others in the social relations. And above all it inculcates the practise of a perfect self-control.

This code of rules had an influence upon his life. His intercourse with men, private and public, was marked with a fitness to occasions. His earliest compositions were often faulty in grammatical construction. By practise, reading and studying, he gradually overcame this defect. In the choice of his words, he was always scrupulous. In this respect his language may be said to have reflected the image of his mind, in which candor, sincerity, were prevailing traits.

E. L. ROD.

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DEPARTMENT OF NEWS

—Commissioner Shuster left for the United States on Tuesday, February 11. Mr. Shuster will be absent about six months. We wish him a speedy voyage and safe return.

—Mr. Frank R. White, second assistant director of education left for the United States on Tuesday, February 11, for the purpose of selecting over a hundred new teachers for the bureau of education in the Philippines.

—Mr. T. W. Thompson, division superintendent of education of Ilocos Sur, returned to the United States on a vacation. He will be absent from the Islands for about six months.

—The Philippine University bill, introduced in the commission by commissioner Thuster was passed by the commission and will be forwarded to the Assembly for its action.

—The committee on education of the assembly favored the Bayles' bill providing that an appropriation of ₱400,000 be made for the payment of salaries of teachers of barrio schools.

—Miss Vicenta E. Almario, a municipal teacher of San Pablo, Laguna, expresses her great sympathy to the Azores family in the said locality for the loss of her friend, Miss Hospicia Azores who died last Friday Jan. 17, 1908.

---Feb. 21st 1908 at 9 o'clock p. m. the Ladies Dormitory of the Philippine Normal School gave a reception in honor of the 1908 graduating class. The reception line was composed of Miss Coleman, Mr. and Mrs. Beatie Miss Reyes, some other ladies whose names we do not know and then the entire senior class. After the reception the ball was begun which lasted until past midnight. The two halls of the two buildings were used. The dancing halls, the corridors and the dining hall, where rich things were generously served by generous and pretty young ladies, were artistically adorned. Countless were the invited guests and the result was as usual, splendid and the memory of it shall forever dwell in the hearts of all.

---On the night of the following day at 8:30 the Manila High School gave its first annual reception. The decoration hall of the hall and the dining room showed the exquisite taste of the hands that worked them. And the court which was adorned with growing plants made bright by the hanging Japanese lanterns and electric lights. Here rested those who became tired of the dizzying whirls of the dance. The dance began soon after the literary program was finished. The program consisted of an address of welcome by the principal of the school, a vocal solo by a young man pupil, then a recitation, which was splendidly executed by Miss Pilar Hidalgo, and last the Courtship of Miles standish dramatized was given, in which was portrayed the unquestionable ability of the pupils and the perseverance of the teachers. Great enthusiasm prevailed from beginning to the end which was about half past twelve o'clock. The officers of the Association had had the honor of being invited.

---On the same night and at the same hour the teachers of the 1st school district of Manila tendered a farewell reception to their American supervisor, Miss Fannie McGee who will leave for the United States on March 8th to enjoy a short vacation. The reception will be held at the Sta. Mesa School, Sampaloc.

---Sunday evening Feb. 28 at 7:30 the teachers of the 1st district gave a banquet in honor of their American Supervisor R. G. Neale who will part from the Philippines to her native land to rest for short time and to recuperate her lost energy. Mr. O'Reilly.

Mr. Guerrero, [F.] Mrs. Engracia Yamsom and the hostess of honor were all introduced by the toastmaster, Mr. Vicente Gonzalez, who with eloquent words, charmed his audience.

The banquet hall was superbly decorated with "anahaw" and other leaves. After the well-served dinner the dancing followed which lasted till nearly midnight. During the dancing hours, the lady teachers proved themselves accomplished in all respects.

The Dolores School was selected as the best place for the occasion by the executive committee who where composed of Mrs. Engracia Namzon, Miss Vicenta Mata, Mrs. De Ver, Mr. Ildefonso Hernandez, Mr. Catalino Arabit Mr. Emilio Romero.

—How many spare moments are wasted every day? How many have you wasted now, dear reader? Whether you are a teacher, a student, a clerk, a Business man or any other you should spend your spare moments for something useful for something which will enable you to rise up higher in the plane where you are found at present. "How can I do it?" you would surely ask. Well, the International Correspondence Schools can explain it for you. See their advertisement found in one of these pages and ask them explanation. What more could you wish, if even you are far away in a secluded barrio or town engaged in business, you can study any technical study you wish? You do not need to leave any other pursuit when you take any of these courses.

—All boys love to play. They should be given playthings. But care must be exercised in this, for the playthings of children exercise a great deal on their character. Thus a boy who is inclined to play soldier likely become soldier in his mature years, and boys who are allowed to gamble money as this play, would likely become gamblers where they become men. As the main object of play is physical development, we should therefore give our boys plaything which will develop their muscles. And base-ball is one of the bests we can afford to give. Let each school, small or large, have at least one team. And you can not buy any cheaper articles of base-ball than the newly arrived goods of the American Hardware and Plumbing Co. They are first class goods. write them for informations, and they will gladly respond you. Try it.

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EDITORIAL

NOTAS LUCTUOSAS

La Naturaleza es siempre la misma y siempre invariable con su exacrable sentencia.

Hay en verdad, en la vida humana actos tristes, muy tristes. A veces, dichos actos llegan á tal naturaleza que la misma pluma se conmueve á reproducirlos.

La infausta cuanto inesperada muerte del Hon. Secretario Ejecutivo que tuvo lugar el 30 del mes que acaba de finalizar ha vestido de luto al pueblo filipino.

¡Oh! ¡Qué fatalidad! Una enfermedad traidora le arrastró en la tumba.

Las masas sociales confundidos en un solo sentimiento tomaron parte en sus funerales, para prestar el último tributo á un ser tan querido.

La desgracia tiene también su consecuencia. Su fallecimiento ha sido una gran pérdida para el gobierno que ha sido despojado de sus valiosos servicios; para su familia, un padre cariñoso y un buen esposo, para la comunidad entera por ser uno de sus mejores miembros, pues, era inteligente, laborioso y cumplido caballero. Además, Mr. Arthur W. Fergusson, fué en vida uno de los pocos Americanos que han sabido interpretar y cumplir la alta y noble misión que tiene aquí que cumplir la Metrópoli, la gran república de los Estados Unidos.

Si estas sentidas líneas pueden servir de lenitivo

al duelo que enluta tanto al gobierno como á su desconsolada familia, acéptalas del "The Filipino Teacher." Oremos por él.

Esta es otra nota triste, pero sangrienta. Se trata de la maestra, Miss Anna E. Ahn, asesinada vilmente el 28 de Enero último, en su propia casa, en Batangas. Ella enseñaba la "ciencia doméstica" en la High School y era muy querida de sus alumnos.

Hasta en la fecha no se sabe definitivamente el móvil del crimen; pero muchos opinan que es el robo.

Cualesquiera que sea la causa que indujo á cometerlo debe tenerse en cuenta que la ocsisa es una mujer indefensa y venía cumpliendo una labor sublime y humana, sin tener en cuenta las energías que se malgastan y la nostalgia que embarga al corazón de todo extranjero.

"The Philippine Teachers' Association" en nombre de todos sus hermanos de profesión y el "The Filipino Teacher" se lamentan sobremanera del trágico suceso. Por tal motivo, al par que envía su humilde condolencia al buró de Educación y á su queridísima familia, pide al mismo tiempo á las autoridades competentes que se aplique con rigor todo el peso de la ley á la cabeza del culpable.

LAS ESCUELAS NORMALES DE VERANO.

No hay para que ponderar los grandes beneficios que reportan á los maestros públicos filipinos esta clase de institutos que se abren en todas las provincias del archipiélago al fin de cada año escolar. El Departamento de Educación no se há equivocado al establecer en Filipinas estas escuelas que tienen sus similares en muchos estados de la Unión.

Con la implantación de este nuevo sistema de instrucción, los maestros filipinos aumentan sus conocimientos tanto científicos como pedagógicos. Además de esto, por convivencia y contacto de unos con otros, llegan á tener relaciones de afecto, que debe existir siempre entre hermanos que tienen una misma misión que cumplir en la sociedad.

No vamos á mencionar las materias que se enseñan en tales institutos. Todas son buenas, útiles y prove-

chosas para nuestra juventud que ansía llegar á la cumbre del saber.

Ya que el departamento de Educación despliega mucha actividad en pró de la instrucción en estas islas, sugerimos á su digno director, Dr. Barrows alivie en parte los sacrificios de los maestros filipinos que concurren á esos institutos de verano.

La mayoría de estos maestros perciben salarios exigüos. Al abrirse esos institutos, esos compañeros nuestros de profesión hacen enormes gastos por el traslado de un punto á otro. Así es, que pedimos que el gobierno vote cierta cantidad para dietas de los maestros durante el tiempo que duren las clases en esos institutos, y que el director de Educación disponga de esas dietas.

Esperamos que lo que acabamos de exponer merezca su debida consideración.



SECCIÓN PEDAGÓGICA

LA DISCIPLINA.

Por JOSE J. BERRUTTI.

El verdadero concepto del fin de la educación está en contra de todo artificialismo en materia de disciplina, así como lo está con relación á muchos prejuicios que se oponen al desenvolvimiento natural de las facultades y actividades del niño. Es, sin embargo, un defecto bastante común predicar de acuerdo con las leyes de la libertad y obrar contrariamente en la vida práctica de la escuela.

Obsérvese y se verá que hay marcada diferencia entre lo que se afirma y lo que se hace, como si en muchos casos hubiera incompatibilidad entre las ideas y la acción derivada.

"El fin de la educación—se dice—es formar un ser capaz de gobernarse á sí mismo", y, no obstante, al niño en la escuela no se le permite hacer sino lo que se indica ó impone, olvidando casi en absoluto el valor de observación y el esfuerzo personales.

Convengamos en que ciertas prácticas debieran estar ya excluidas: han pasado de moda.

Se predica la libertad dentro del orden y de la cultura indispensables para el alumno, y apesar de ello se lo encadena con posiciones violentas en las clases y con formaciones tan molestas como aquéllas, exigiendo además

un silencio casi absoluto, que solo se consigue en parte mediante penitencias más ó menos disimuladas, gérmenes de indisciplina y rebelión por cuanto el maestro, aún de espíritu ecuánime, está expuesto á ser injusto á cada paso.

Esa disciplina de hierro, de cuartel, diríamos mejor, no conduce con la naturaleza del niño, ni está de acuerdo con el fin de la educación. Ella despierta sentimientos de odio contra la escuela, en vez de inspirar cariño y respeto por su obra augusta.

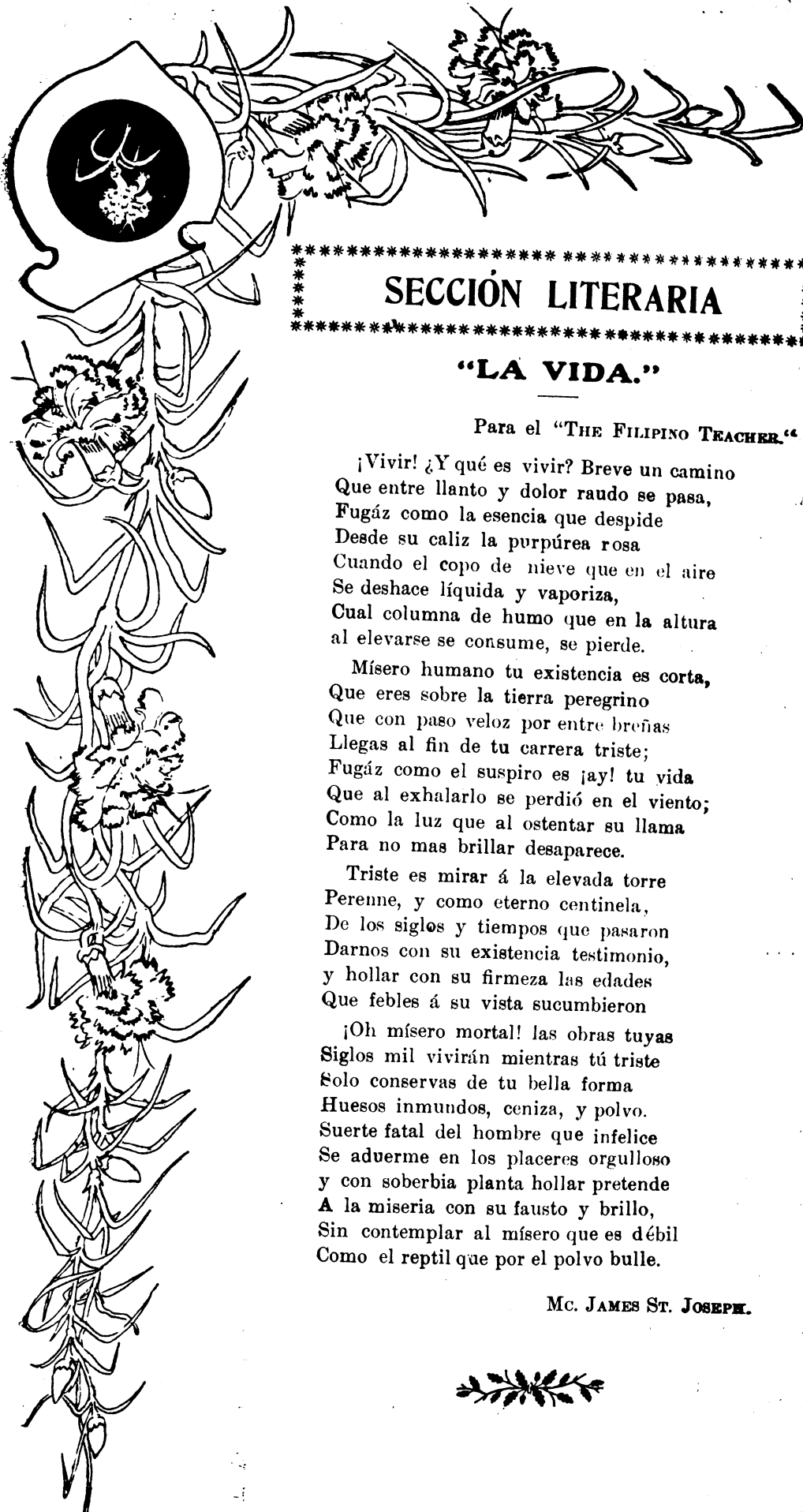
Por otra parte, si el hombre debe saber gobernarse á sí mismo, ¿cuando hará su aprendizaje en el conocimiento y práctica del deber y del derecho?

Está bien que se acostumbre al niño al orden y á la cultura, haciéndole entender su necesidad: pero esto no está reñido con una libertad de acción más ó menos amplia basada en sus esfuerzos y en sus observaciones propias.

La verdadera disciplina surge del trabajo constante, metódico, variado y ameno; del conocimiento de las cosas, del trato familiar en la escuela y del ambiente de orden que debe notarse en toda casa de educación.

Sea el maestro ordenado, activo y trabajador; manifiéstese amigo de sus niños con un trato dulce y afable; tome parte discreta en sus juegos y conversaciones; impóngase á su respeto por su amor á la escuela y á su

(Continúa en la 5.a página)



SECCIÓN LITERARIA

"LA VIDA."

Para el "THE FILIPINO TEACHER."

¡Vivir! ¿Y qué es vivir? Breve un camino
 Que entre llanto y dolor raudo se pasa,
 Fugáz como la esencia que despide
 Desde su caliz la purpúrea rosa
 Cuando el copo de nieve que en el aire
 Se deshace líquida y vaporiza,
 Cual columna de humo que en la altura
 al elevarse se consume, se pierde.

Misero humano tu existencia es corta,
 Que eres sobre la tierra peregrino
 Que con paso veloz por entre breñas
 Llegas al fin de tu carrera triste;
 Fugáz como el suspiro es ¡ay! tu vida
 Que al exhalarlo se perdió en el viento;
 Como la luz que al ostentar su llama
 Para no mas brillar desaparece.

Triste es mirar á la elevada torre
 Perenne, y como eterno centinela,
 De los siglos y tiempos que pasaron
 Darnos con su existencia testimonio,
 y hollar con su firmeza las edades
 Que febles á su vista sucumbieron

¡Oh misero mortal! las obras tuyas
 Siglos mil vivirán mientras tú triste
 Solo conservas de tu bella forma
 Huesos inmundos, ceniza, y polvo.
 Suerte fatal del hombre que infelice
 Se aduerme en los placeres orgulloso
 y con soberbia planta hollar pretende
 A la miseria con su fausto y brillo,
 Sin contemplar al misero que es débil
 Como el reptil que por el polvo bulle.

MC. JAMES ST. JOSEPH.



FERGUSSON

¡Gloria al Héroe! No importa que sucumba
en época de paz no garantida:
está cantando del himno, de la vida
más allá de la vida, en ultratumba.

No muere, nó, el titán que se derrumba
puesta en embrión la savia bendecida;
cuando mi patria con la suya unida
se olvidan del color ante su tumba...

Descansa en paz: y ese vital reguero
que tu dejaste á mi patria en ruinas,
sirva de ejemplo eterno á tus hermanos...

Descansa en paz, espíritu extranjero...
...¡¡¡Acaso eres el solo en Filipinas
que no duermes en fosa de tiranos!!!

M. BERNABE.

BAJO LA LUNA

A mi amiga Rita Gaerlan.

I

Era una noche de esplendor sublime
Llena de luz de encanto de misterio
como es feliz para el que siempre gime
olvidar la tristeza en un momento.

II

Y bien aquí es oy siempre muerta, el alma
gustoso de soñar bajo este cielo
vengo á buscar en mi angustiosa calma
las horas de mi pristino sosiego.

III

Sucumbida me encuentro de dolor
por amargos y tristes desengaños;
envano las mentiras del amor
podrán sacar las fuentes de mi llanto.

IV

Llena de duda el negro pensamiento
cansada de sufrir; desesperada
busco la paz siquiera un momento
en esta vida que fastidia y cansa.

V

¿No veís? como la pálida tristeza
roba el matiz rosado de mi rostro
cubren de blancas hebras mi cabeza,
y cuando pienso en mi dolor----- ¡ya lloro!

VI

Es un suspiro de pesar profundo,
cada suspiro que mi pecho exhala
mentira es el amor en este mundo
una sombra no más es la esperanza.

LUZ AYCARDO.

Ermita 10 de Enero de 1908.

LA CREACIÓN

A la maestra filipina.

¡Ahí el angel!

¡Contempla enagenada tu creación! ¡arrúllala con
tus besos gloriosos! adórmecela con las melodías de tu
alma. Díganle tus miradas, tus caricias y tus encantos
lo que élla no puede comprender aún sinó en este idioma
de indecible cariño. Dios te ha enviado ese ángel para
que cese la solitaria monotonía de tu hogar. Ahí lo tienes,
ámalo, él es tu sueño de ayer, tú promesa de hoy y tu
adoración para toda la vida. ¡Tierna y feliz criatura! En
su angélica inocencia no tiene mas que un deseo incons-
ciente: ese deseo eres tú. Tú, la creadora de su vida;
tú, la soñadora de sus dichas; tú, la responsable de sus
actos futuros. Ámala y bendícela hoy; ámala y edúcala
mañana, ¿Eres madre? Pues, piensa que has de vivir su-
jeta á ese deber ineludible á ese deber indeclinable, el más
elevado y trascendental de los deberes sociales ¡Oh!
ser madre no es solo elevar en su seno la linda miniatura
de una Venus ó un Apolo, y contemplar sus inocentes
sonrisas; ser madre es algo mas difícil y más bello
todavía: ser madre es hacer del ángel el niño cautivador,
y del niño cautivador el hombre digno.

¿Ves como ha de ser laboriosísima tu misión? ¿Ves
como no has de poder depositar en ningún ajeno corazón
los deberes del tuyo? Acepta y adora esa santa esclavitud
que te ha dado el altar, que te ha confiado Dios. Inspi-
rada por Él, piensa y estudia; sí, piensa y estudia que el
tiempo corre veloz como la corriente de fuente cris-
talina, el ángel será niño, y el niño será hombre. Y ¿qué
dirás mañana cuando con palabra inteligente le inter-
rogue sobre todo aquello que despierte en su pensamiento
la idea de una reflexión? ¿Qué le dirás si nada sabes?
¡Pobre de ti entonces! Pobre de ti que aún amando tanto
no podrás ocultar el borronoso rubor de tu ignorancia.

¡Ah! ¡tiembla si no sabes llevar hasta el espíritu del
ángel la soberana majestad del hombre! Hazlo humilde
si quieres, pero hazlo digno; modesto, pero no indigno,
que marcará la sociedad su frente con sello infame y
entonces lo que habrás hecho será un cadáver infecto.
Mira ese coro de jóvenes perdidos para la patria; mira
aquel tumulto bullicioso de jóvenes hermosas perdidas
para la virtud. Esas no son mujeres ni aquellos son
hombres. Empero, piensa tú, que tanto amas, que esas
esperanzas marchitas también tuvieron un día sus besos,
sus arrullos y sus cantos y que hubo también una madre
que los soñaba como su adoración eterna.

¿Ves como no son bastante para dar la vida los
ósculos del cariño? ¿Ves como el ángel no puede ser
hombre sin estar ungido con el óleo fecundo de la educa-
ción? ¿Ves porqué te queremos engradecida por esa
virtud é iluminada por esa brillante aureola? No preten-
demos condenarte á un aislamiento horrible, nó, el dolor
no ha de ser siempre nuestro sombrío compañero; para
todos hay una gota de néctar delicioso en la copa de la

felicidad. Goza, toma tu parte de dicha en el banquete social; pero no vayas á él como la ilota que aceptaba cobarde su destino, sino como la matrona que revelaba en elocuentes frases la religión de su conciencia.

Ámate en cuanto debes amarte; ámate en lo que te enoblezca y santifique, tú también eres una sacerdotiza; predica en el hogar tu evangelio sublime: el bien de la sabiduría, la ventura de la fraternidad. Arráncale sus presas á la sombra y sus víctimas á la noche.

Educate, instrúyete, no seas la negación de ti misma. Lleva al corazón de tus hijos la pureza de los sentimientos. Bésalos y ámalos con esa fruición seráfica que tú solo sabes experimentar, pero úngelos al propio tiempo con el óleo fecundo de la educación. Que el ángel no se rebele contra su progreso; que con el reflejo de tus encantos y de tus virtudes entre en el mundo revestido con la majestad que dignifica.

Esa es tu labor de madre. Cúmplela y después dí á la sociedad ¡ahí tenéis á mi creación!

SANTIAGO A. LATORENA

(Continuación de la 2.a página.)

profesión, y verá que sus alumnos son obedientes, respetuosos y cultos.

Maestros hay que ven en la disciplina el fin de la escuela siendo así que ella es apenas un medio. Esto explica por qué se pierden clases y hasta días enteros en "obligar a los niños á que se porten bien", y resulta que esos niños, en la ociosidad de la disciplina, se vuelven más indisciplinados ó se convierten en momias incapaces de pensar y obrar obedeciendo á convicciones propias.

La escuela moderna es una pequeña sociedad en la que deben ejercitarse deberes y derechos cuya noción clara puede estar al alcance de los educandos según la tendencia que se dé á la enseñanza. En ese aprendizaje el alumno adquiere por convencimiento, nociones y reglas más ó menos fijas; que han de servirle de norma de conducta cuando sea hombre.

Con la disciplina libre, sin llegar á exageraciones de Tolstol, se forma el carácter, se estimula la inteligencia y los sentimientos generosos, dentro de una corriente natural.

En ese ambiente de libertad, el niño se manifiesta tal cual es, tiene confianza en sí mismo, aprende á obedecer y á valorar los esfuerzos de los demás comparándolos con los propios, sintiendo la noble emulación de ser mejor cada día, intelectual y moralmente, obligado por el medio en que actúa.

Podríamos citar casos de niños tachados de rebeldes, que han vuelto al buen camino con el solo cambio del sistema de disciplina.

Con razón se ha dicho que el niño es como el ave que siente, ansía de volar: la libertad es el más puro de sus goces.

Muy injustos son, pues, los maestros que imponen

una disciplina de hierro á sus alumnos, teniéndolos apri-
sionados en la escuela.

Demos libertad á nuestros educandos, formando en ellos hábitos de orden, de estudio y de trabajo, sin imposiciones ni castigos. Lleguemos hasta su alma, comprendiéndola, y con método, amor y perseverancia, predicando de palabra y de hecho, acerquémonos á la verdad, enseñándoles el camino que conduce á ella recordando la sentencia de Demócrites: "La ignorancia del bien es la causa del mal".

(Del "Boletín de las Escuelas Primarias" del Ecuador.—América del Sur.)

The Philippine Teachers' Association Ante la Asamblea Filipina

Hon. Sr. Presidente de la Asamblea Filipina.

Manila, I. F., 26 de Enero de 1908.

La "The Philippine Teachers' Association" tiene el grandísimo honor de elevar á ese alto cuerpo Legislativo por conducto de los que suscriben como miembros del comité nombrado al efecto por la mencionada Asociación, la adjunta moción, que tiene por fin procurar los medios más adecuados y de más pronta realización, que den alientos á los que están encargados de conducir el progreso de la instrucción de este nuestro querido pueblo mediante la aprobación de una Ley liberal que remedie la actual situación lamentable de los Maestros nativos.

El deseo de ver que nuestro sistema actual de educación no sufra ningún entorpecimiento en su marcha progresiva sino antes al contrario aportar nuestros grano de arena en la difícil tarea de construir nuestra Patria Filipinas á fin de ponerla en el nivel de las demás naciones que gozan un puesto en el concierto internacional por razón de su cultura y progreso, ha sido y es el móvil que ha impulsado á "The Philippine Teachers' Association" para solicitar la mencionada Ley.

Rogamos por lo tanto á su Honorabilidad, que teniendo en cuenta los datos especificados en la referida moción que no son más que resultados de un detenido estudio en el curso ordinario de los acontecimientos, lo acoja con el interés que merece sometiéndola á la sabia resolución de la Asamblea, para que á su vez adopte la medida más conducente que tienda á beneficiar el orden social.

Muy respetuosamente,
El Comité del Memorial:

[Sello]

(Idos.)

LEONCIO R. GONZALEZ.

GUILLERMO SANTOS.

LUIS SARACHO.

JOSE TOPACIO,

A la Honorable Asamblea Filipina.

Honorables Señores:—

La "The Philippine Teachers' Association" cree cumplir el más imperioso de sus deberes llamando la atención de la Asamblea sobre la triste situación en que se encuentran actualmente los Maestros Filipinos por carecer de una Ley liberal que remedie la causa generatriz propulsora de tan sentido mal; cuyo remedio implica necesariamente el progreso de la instrucción que constituye una condición indispensable para un pueblo que aspira á ser grande, feliz y próspero.

Ciertamente y está fuera de toda racional que la profesión del magisterio tiene el carácter sagrado, patriótico y social. Como consecuencia del resultado de su elevada misión surge su necesidad: Un pedagogo cuya opinión es muy autorizada llegó á decir que el termómetro indicador de la civilización de un país es la educación, que se halla en razón directa del grado de cultura de los ciudadanos.

La educación se considera como la base del edificio nacional que se está construyendo. Conforme la solidez de esa base así será la estabilidad del edificio; por lo que se ve la grandísima responsabilidad que pesa sobre los maestros filipinos al hacerse cargo de una obra tan principal y delicada como esta.

No vamos á exponer otros puntos más referentes á la importancia y responsabilidad de esta profesión, pues, harto las sabemos por la experiencia misma.

Pero todos las alabanzas y encomios en pró de los trabajos directos y constantes no satisfacen á los encargados de ejercerla, los humildes obreros de la idea quienes grandes y sublimes en sus pequeñeces son los formadores de los miembros sanos y útiles á la sociedad.

Hé aquí los datos recibidos por la Asociación que á nuestro entender dignos de ser considerados por la Honorable Asamblea á fin de formular cuanto antes su pronto y eficaz remedio.

1. El haber de un Maestro Filipino no recompensa al valor y responsabilidad de sus servicios. Y la necesidad de aumentar su haber concuerda á la posición social á que está revestido.

2. Muchos de los maestros, especialmente los de provincias, reciben sus salarios muy atrasados.

3. Así mismo muchos de los maestros, tal vez por estar distanciados de sus Jefes ó por no estar en la lista de los protegidos, no han sido ascendidos en nada apesar de estar trabajando cuatro ó cinco años.

4. Que el poder de dar cesantías y traslados entre escuelas de una misma división reside exclusivamente entre los superiores; de aquí que á muchos tras largos años de servicio se les declaraban cesantes sin la correspondiente investigación con la sola excusa de que sus servicios no eran satisfactorios.

Tal conducta no debía observarse, pues, en los primeros meses de la ocupación Americana, la mayor parte

de los nativos se han mostrado muy opuestos al estudio del lenguaje inglés. Los maestros Filipinos que eran entonces estudiantes de dicho idioma han influido mucho en el pueblo para que simpatice con este estudio.

5. Las materias que la "Ley del Servicio Civil" especifica para el exámen de los Maestros Filipinos son más numerosas que las del segundo y primer grado tanto en inglés como en castellano; y, según la misma ley asigna salarios ínfimos á estas personas á quienes se exigen más conocimientos y mayores servicios.

6. Que los Maestros sufren doble descuento de sus haberes respectivos por el hecho de no haber cumplido sus funciones profesionales en los días Viérnes ó Lúnes de la semana, aunque ellos estuviesen verdaderamente imposibilitados. Esto es, si uno estuviese ausente el Viérnes ó Lúnes sufriría el descuento correspondiente á este día y así mismo el de los días Sábado y Domingo de dicha semana; siendo considerados los dos últimos días de asueto. Es más, sufren otro descuento durante las vacaciones en conformidad con la regla XVI, Sección No. 8, inciso b, Ley del Servicio Civil. Creemos que estas disposiciones deben ser modificadas de tal manera que no sean aplicables á los Maestros Filipinos por razón de que éstos trabajan más de cinco horas diarias sin incluir las clases por la tarde y otros trabajos especiales que en algunos casos les obligan á cumplir. Los trabajos que consisten en preparación de lecciones, corrección de papeles y otros actos necesarios é inherentes al cargo de su profesión los cumplen aún en sus propias casas.

7. Que algunos maestros han sufrido reducción en sus haberes á pesar de llevar largos años de servicio en el departamento.

8. Por último, los maestros, después de haber servido cinco horas reglamentarias por la mañana, sufren un descuento en sus haberes por falta de asistencia en algunos "Institutos Normales de maestros." Este descuento es á razón de un día de haber por tres faltas de asistencia en dichos Institutos Normales. Si mal no recordamos los maestros que enseñan en estos institutos perciben un extra-haber y no pueden sufrir dichas consecuencias.

Cualquiera que sea el objetivo de ésta disposición es corrosivo al par contraria al carácter estudioso de los filipinos, pues, claramente se deduce la idea de que los maestros nativos carecen de voluntad en estudiar; y, para instruirles es necesario una ameneza. [descuento de sus haberes.]

Estos son los puntos más culminantes que, á juicio del "The Philippine Teachers' Association," dieron origen ora á que muchos de los graduados en las Escuelas Normales del gobierno y de los estudiantes que vinieron de la Metrópoli procurasen de no pertenecer al "Bureau de Educación," ora el cambio continuo del personal de este departamento por dimisiones de un número considerable de maestros. Este cambio continuo del personal estamos todos obligados á evitar, puesto que ocasiona un notable perjuicio al estudio de nuestros jóvenes; el cual perjuicio significa para la patria un retroceso,

La "The Philippine Teachers' Association," siempre oportunista para todo aquello que conduce al mejoramiento de la esfera social en que vivimos, respetuosamente presenta á la Hon. Asamblea Filipina la sugestión siguiente:

1.a Insularización de los Maestros Filipinos examinados por la Junta del Servicio Civil y de aquéllos que con anterioridad á la implantación de ésta ya regentan escuelas públicas.

2.a A instancia y siempre que ocurran vacantes, los Maestros Filipinos tengan el derecho de ser trasladados de una provincia á otra, inclusive Manila, con el mismo haber á que cada uno están remunerados.

3.a El Maestro insular debe percibir un haber anual no menor de ₱960.

4.a El Maestro Municipal, que será aprobado por un exámen departamental, debe percibir un haber anual no menor de ₱480 abonado por los fondos del tesoro provincial.

5.a Que el Maestro Municipal, á su instancia, tenga el derecho de ser trasladado de un Municipio á otro de cualesquiera provincia, inmediatamente antes de la apertura del curso escolar.

6.a Los aspirantes á maestros tanto insulares como municipales deben ser mayores de 18 años al tiempo de formular sus solicitudes correspondientes.

7.a Supresión de maestros temporeros.

8.a Que los haberes de maestros no sufran reducción alguna por ningún pretexto.

9.a Legislación de los deberes y obligaciones de los maestros, principales, superiores, etc.

10.a Que uno de los dos Ayudantes del Director de Educación sea filipino.

11.a Que se practique la investigación oportuna por cualquier miembro de la Junta del Servicio Civil cuando se trata de expulsar á un maestro.

12.a Que la mitad de los maestros supervisores de Manila sean filipinos.

13.a Así mismo que la mitad, por lo menos, del número de maestros que enseñan en las escuelas nocturnas, especialmente las de esta Ciudad, sean filipinos.

14.a La enseñanza del dibujo, bordado y otros trabajos industriales, sea obligatoria en las escuelas públicas.

15.a Que las escuelas públicas tengan clases por la tarde.

16.a Que la asistencia en las escuelas de verano sea obligatoria á todos los maestros.

17.a Por último, jubilación para los maestros que han prestado servicio más de veinticinco años consecutivos.

La "The Philippine Teachers' Association" somete á la Hon. Asamblea esta sugestión con los datos arriba expuestos, y espera de la misma que, reconociendo la

urgente necesidad de medidas legislativas en el sentido solicitado, los tomen en consideración.

Muy respetuosamente,
Por la Asociación.

LEONCIO R. GONZÁLEZ,
Presidente.

JUSTO JULIANO,
Secretario.

GREGORIO VILLA,
Tesorero.

ALEJANDRO ALMOALLA,
Vocal.

GUILLERMO SANTOS,
Miembro.

JOSÉ TOPACIO,
Vocal.

AGAPITO FRANCISCO,
Vocal.

CAYETANO LIGOT,
Vocal.

FONDOS PARA ESCUELAS

El 40 por 100 de la venta de terrenos se destinará á las escuelas.

Washington, Diciembre 7.—El Representante H. A. Cooper, de Wisconsin, ha presentado á la Cámara un bill proponiendo la creación de un fondo escolar con el producto de la venta de terrenos públicos. El proyecto es idéntico á otro presentado por él mismo en la última sesión del Congreso.

Los comités del Senado y de la Cámara informaron favorablemente sobre el bill, mereciendo la aprobación de dicha Cámara baja. La aprobación definitiva del Senado no se pudo obtener por falta de tiempo.

El bill Cooper contiene las siguientes disposiciones:—"Que el gobierno de las Islas Filipinas separe el 40 por 100 de todas las ventas hechas hasta ahora de los terrenos públicos de Filipinas, cuyo por ciento constituirá un fondo perpétuo en la Tesorería de dichas Islas, para ser empleado en bonos de los Estados ó bonos de garantía cuyos intereses serán inviolablemente apropiados por el gobierno de las Islas Filipinas y gastados únicamente por medio de apropiación legal en la compra de lugares y construcción de edificios para escuelas públicas primarias y escuelas industriales en dichas Islas, y para el sostenimiento de dichas escuelas incluyendo el sueldo de los maestros; y que dicho gobierno destinará también el 15 por 100 del producto de tales ventas que constituirá un fondo perpétuo. Los intereses de tales bonos serán inviolablemente apropiados por el gobierno filipino y gastados únicamente por medio de apropiación legal en la compra de lugares y construcción de edificios para escuelas públicas de educación superior en las Islas, y para el sostenimiento de dichas escuelas incluyendo el pago á los maestros. Entendiéndose, sin embargo, que esta ley no será aplicable á los productos de las ventas de terrenos conocidos por haciendas de los frailes compradas en virtud de las disposiciones de los arts. 63, 64 y 65 de la Ley del Congreso aprobada en 1.º de Julio de 1902."

(Del "Cablenews-American.")

INSTRUCCIÓN PÚBLICA

Por ANTONIO REGIDOR.

El gobierno americano no decae en su esfuerzo para plantear en Filipinas la instrucción primaria. Ahora, dando un paso más, adelante, trata de extender en las islas las escuelas de Artes y Oficios, esto es, quiere hacer obreros, y lo conseguirá.

El complemento de la Escuela de Artes y Oficios debe ser la de Bellas Artes. Sin el dibujo, en todos sus ramos; sin la pintura, la acuarela y el pastel; sin la escultura, la Escuela de Artes y Oficios carecerá de su complemento artístico. El Secretario de Instrucción pública, Sr. Shuster dijo en la recepción del Partido Popular Nacionalista, que la Escuela se establecerá, por estar en el programa del gobierno. Si se hace, merecerá nuestro aplauso sincero, porque un país esencialmente artista, que ha dado pintores como Luna, Resurrección, Hidalgo y Enríquez, que han obtenido premios en las Exposiciones de Bellas Artes en Europa, tiene derecho á que no se olvide este ramo importante, en donde tenemos ya "pionners," que aseguran, que ese esfuerzo no será vano. Si los filipinos llegan á ser pintores, escultores y grabadores de primer orden, cosa muy factible, si se tiene en cuenta su sentimiento artístico, se habrá abierto á este país la base de nuevas carreras y de nuevos triunfos.

Pero la sociedad requiere no sólo obreros inteligentes, instrucción primaria; necesita del propio modo la enseñanza de las carreras literarias, las que adoptan las clases acomodadas; y este ramo lo tiene completamente abandonado el gobierno americano de las Islas, sin duda, porque ya existen Centros docentes á cargo de los elementos católico-romanistas. El gobierno no puede, ni debe abandonar este ramo; debe fijarse en el una vez completado su programa con relación á la enseñanza primaria.

"El Renacimiento" haciendo eco del sentir general, arremete ya sin embajes, ni rodeos, contra los establecimientos de enseñanza de jesuitas y frailes, porque cree que en ellos, en vez de enseñar, se imbuye á los niños y jóvenes, errores y prejuicios inconcebibles. En Londres he visto jóvenes procedentes de esos Centros docentes, con títulos tan extrafalarios, que no han podido menos de causarme impresión desagradabilísima. Hubo un joven de 18 años, que traía los títulos de Bachiller en Filosofía, Agrimensor, Ingeniero Civil, Ingeniero de minas é Ingeniero de montes, lleno de orgullo y vanidad por sus adelantos, y sin embargo, aquel desgraciado filipino, cuyos padres habíanle prodigado recursos, entusiasmados con la capacidad de su hijo, no sabía absolutamente nada de los principios rudimentarios que se enseñan en las Academias Europeas autorizadas á librar tales títulos. Es imposible

seguir con el sistema actual; y las necesidades de la juventud intelectual requieren mayor atención. Verdad es, que ya tenemos en embrión una Escuela de Medicina laica; pero ésto no basta; preciso fundar ese Centro en donde los filipinos puedan también adquirir los títulos para esas otras carreras. Se ha pretendido resolver la dificultad con el envío de pensionados á las Universidades y escuelas profesionales de América. Ya van volviendo los jóvenes con sus carreras terminadas; pero no sabemos que se hayan subvencionado otros que establezcan la corriente iniciada: y es que resulta lo lógico: que los estudiantes que aspiran á esas carreras ornamentales y dispendiosas no se amoldan á las pensiones por insuficientes, sino que buscan el ambiente ámplio que necesitan para su alimento intelectual las clases progresivas y pudientes. En el Japón, se fundaron escuelas y Universidades al estilo europeo y americano y no al español, que representa el retroceso; pero no se cometió el error de encerrar la instrucción dentro de la nación, sino que aquellos Centros docentes eligieron luego los alumnos más aventajados que fueran á completar su instrucción en los Centros docentes de Europa, y gracias á este sistema de exteriorización, el Japón ha marchado y marcha en cuanto á la enseñanza científica y profesional, á la altura de los países más adelantados.

No basta esa enseñanza interior; hay que aprender también la escuela del mundo y el trato social. Ahora, por consecuencia de las condiciones especiales del país, no debe olvidarse tampoco lo que un asambleista filipino quiere con acierto, que se inculque á los niños, que amen á su patria, conozcan á sus héroes, estudien la historia de su país, la historia verdadera, nó la escrita por esos frailes y zánganos que mienten á más y mejor; y para ésto de cuidarse de dar lo mismo á los estudiantes en Filipinas, que á los que aprendan en el Extranjero, una orientación fija en el orden de su nacionalización; y esto se consigue, mediante la subordinación de la juventud en el Extranjero á elementos interesados en el provenir de su patria, como hicieron los japoneses, subordinando sus estudiantes á sus representantes en cada país. Cuanto bien hizo en este orden el amigo, el filipino José Maria Basa en Hongkong; cuanto bien acarreó en París la égida de aquel Joaquín Pardo de Tavera, que fué de hecho, el consejero de la juventud enviada sin dirección alguna, á la bulliciosa ciudad de París.

El mismo Rizal nos lo dice también en su libro "Noli me tângere," cuyos párrafos sustanciosos habremos de reproducir otro día.

(De la "Asamblea Filipina")

LA FÉ DE RIZAL EN EL CARÁCTER DEL PUEBLO

Por el DR. DAVID P. BARROWS

Hay innumerables aspectos bajo los cuales la vida y enseñanzas de Rizal pueden ser estudiadas. He escogido un solo aspecto, á saber: su fé en el carácter del pueblo filipino: su creencia en el futuro. Rizal no solo vió que el carácter de este pueblo es esencialmente genuino y sano, sino que vió esta naturaleza sana de la vida y el corazón pertenece al pobre y al ignorante al igual que al rico é instruido. Él tuvo fé en el carácter filipino como la base de todo el progreso filipino. Algunos han creído que Rizal había retratado este carácter con exageración. Yo no lo creo así. Creo que el retrato es el de un maestro, un reflejo vivo y verdadero.

Algunos han acusado á Rizal de ingrato, que en varios de sus escritos, particularmente en sus anotaciones á los "Sucesos de las Islas Filipinas de Morga" había quitado toda importancia á los servicios prestados por la civilización de España. Si Rizal erró en este respecto debemos tener presente que él escribió esos artículos contestando á aquellos que querían enaltecer esos servicios rebajando la cultura de los filipinos antes de la conquista. Rizal era muy celoso, no de su reputación personal, sino de la reputación de su raza, y la calumnia, el vilipendio y la mofa lanzados contra su pueblo herían grandemente su alma.

La reforma política popular de la época de Rizal era la asimilación á las maneras españolas, la política asimilista. Rigorosamente hablando Rizal no era partidario de esta política. Comprendió sus desventajas políticas y cuán fácil era que semejante política podía convertir á sus devotos en objetos de ridiculez y de la mofa social. En la persona de D.ª Victorina pintó lo absurdo y vulgar de las maneras españolas postizas, y de igual modo, la persona repugnante del capitán Tiago ---en paz con el gobierno, con la iglesia y con su propia conciencia---pero á costa de todo instinto humano, independiente y del respeto propio, contrasta en el "Noli Me Tangere" con un grupo de hombres humildes cuya bondad caballerosidad, sentimientos delicados y cualidades admirables, son genuina é indistintamente filipinos.

En el admirable capítulo de "El filibusterismo," en donde el gran conspirador Simoun y el joven estudiante de medicina Basilio entablan á media noche una conversación en el bosque fronterizo á Laguna de Bay, Simoun exclama: "Reclamáis igualdad de derechos, la españolización de vuestras costumbres, sin comprender que lo que pedís es la muerte, la destrucción de vuestra nacionalidad, el aniquilamiento de vuestro pueblo y la

consagración de la tiranía! ¿Qué será de vosotros en el futuro? Un pueblo sin carácter, una nación sin libertad, todo en vosotros será prestado hasta los propios defectos."

Suponemos que estas extremas declaraciones de Simoun no representan los verdaderos sentimientos de Rizal como no pueden representar su política las intrigas sin escrúpulo y de venganza del mismo personaje; lo que Rizal quiso manifestar en el carácter de Simoun es poner de relieve de modo exagerado para que pudiese llamar la atención, la necesidad de la fé y confianza en el carácter nativo.

La cuestión que preocupó la vida de Rizal ha sido la del carácter de su pueblo entre los pueblos del mundo, y este es el problema de la edad presente, un problema que cinco centurias de descubrimiento, de conquista y relaciones han determinado un climax cuya solución no puede ser aplazada por más tiempo. De algún modo ó de otro durante el presente siglo, las razas deben ponerse en contacto, en una mejor relación unas con otras, una relación que comprenda la mútua inteligencia y estima, el mútuo respeto y auxilio. A tal resultado solo puede llegarse por medio del progreso de todas las razas interesadas, por un reconocimiento de ideas morales comunes, por la lucha, por la rectitud común y por la conservación de una paz común. Todos somos herederos de un legado común al cual cada raza y pueblo es capaz de aportar su contribución característica.

En este gran movimiento, cada raza [aquellas razas al menos viriles y que van en aumento, y de estas la malaya es una de ellas] debe laborar por su propio futuro, debe escoger libremente los medios de su progreso y hacer por sí misma lo mejor que sus cualidades inherentes le proporcionan. La humanidad no tiende á la formación de un solo tipo sino más bien á una conjunción fraternal bajo diversos tipos de raza y carácter.

En esta gran labor de todas las razas y pueblos, los filipinos tienen un lugar, quizás mucho más grande que el entrevisto por la visión profética de Rizal, y los filipinos tienen una legítima ambición para hacer bien la parte que les corresponde y aporta su contribución característica.

¿Cómo podrá efectuarse esta participación? ¿Por medio de la asimilación al tipo español ó al tipo americano? No, sino mas bien perfeccionando el carácter filipino mismo. ¿Y cómo ha de ennoblecerse, elevarse y perfeccionarse más el carácter filipino? Mi con-

(*) Discursó pronunciado en la velada que tuvo lugar en la "Grand Opera House" en la noche del 30 de Diciembre de 1907, con motivo del XI aniversario del fusilamiento del Dr. Rizal.—N. de la R

tación es: inculcando en el pueblo filipino, en las masas todo lo bueno que esa labor puede ofrecer, poniendo á su alcance todas las riquezas de la humana herencia: no es de temer que el mundo asimile a filipino á algo extraño y estranero matando su propio carácter inherente. Mas bien se asimilará lo que el mundo le brinda y formar con ello el mejoramiento de su naturaleza y su cultura.

En este punto debemos hacer una distinción entre la "política asimilista" que tiende á absorber un pueblo en la vida del más fuerte, y el "poder de asimilación" por el cual un pueblo se convierte en dueño de las nuevas fuerzas de civilización" y las utiliza y transforma su beneficio de la inteligencia y del bienestar.

Comprendo que existen entre nosotros algunos que no reconocen esta diferencia, que participan en algún modo de la exaltada opinión de Simoun. Para estos, la civilización extraña ofrece una amenaza á la civilización nativa; y creyentes en la necesidad de conservar el carácter filipino, lo cierran contra todo peligro; estos retrotraerían la civilización filipina á los orígenes de su desenvolvimiento; limitarían la atención filipina á las cosas estrictamente filipinas y arrojarían toda luz que no viniese dentro mismo del carácter filipino.

Ah, mis amigos; ¡cuán errónea me parece esta concepción! Cuál diferente de aquella dócil confianza con que un joven filipino á quien las puertas se abren al fin, entre en el mundo. No hay un conjunto de ideas para filipinos, otro para los americanos, pues, como Rizal mismo dijo, las ideas no tienen patria. Son una riqueza común, la herencia de la raza conocidas, al griego y al hebreo, en parte por todos los hombres, claramente comprendidas en algunas edades, vagamente en otras, pero siempre la "veritas" hacía la cual se encamina todo progreso.

Pero esos caballeros, nos dicen; debéis persistir en las antiguas costumbres, conservar vuestra propia cultura indígena. Mis amigos; no existe ya la cultura puramente indígena excepto en la barbarie. La cultura puramente indígena desapareció hace siglos en el primer comienzo de su progreso. El malayo primitivo anglo sajón, era rudo morador literato del bosque. No conocía el empleo de animales sino que incendiaba su primitivo "kaingin" y plantaba con sus propias manos. Vinieron los hindus, y la civilización india se abrió paso en el Archipiélago malayo. Con esta civilización vino la formación de ciudades, la introducción de la agricultura, las satisfacciones de la vida, el conocimiento de las letras [de aquí el alfabeto indígena filipino y los sistemas de escritura] el cultivo de altas creencias religiosas y la elevación de las ideas y sentimientos malayos.

Los hindus, sin embargo absorbieron á los malayos. Por el contrario los malayos, en gran número y á gran distancia asimilaron la cultura india

haciéndose una raza civilizada. Ultimamente, en épocas históricas bien definidas vinieron los árabes y la conquista de Malasia por la civilización mahometana. Esta gran transformación trajo consigo el conocimiento de la pólvora y las fortificaciones; desenvolvió el comercio en anchos límites y creó estados políticos como los sultanatos de Joló y Mindanaw.

Más tarde vinieron la civilización europea, las predicaciones del Cristianismo, y estas fuerzas obrando por 300 años, han puesto á los filipinos en contacto con los pueblos europeos, han hecho de estas Islas parte de la cristiandad, de la cultura occidental, y han preparado á este pueblo para la gran labor que aún le espera, para la contribución que ha de dar á las necesidades del mundo.

Aquel á quien hermanos esta noche es el gran ejemplo para este pueblo. Leal siempre á su tierra nativa no ha sido el menos heredero de las edades, una criatura del mundo moderno, un verdadero cosmopolita. Recorrió el mundo con los ojos abiertos y con criterio independiente. ¿Procuró Rizal este conocimiento, este beneficio universal para él? No; los conocimientos que ha recogido, la libertad que vió, los deseos para su Patria. La Patria que el soñaba y por la cual sacrificó su vida no era una Patria aislada, exclusiva, dividida por prejuicios y desconfianzas locales, reducida por las cadenas de antiguos hábitos, sin voluntad ni poder para desarrollarse, sino una libre, moderna, liberal á las mejores ideas del mundo ansiosa de saber y de servir.

La antigua era de represión y de esclavitud de la cual Rizal cayó víctima, ha pasado. La libertad ha venido. Todos los caminos están abiertos, las puertas que antes estaban cerradas, han venido al suelo. Mis amigos filipinos: os ruego que no construyáis otras barreras en sustitución de las del pasado por motivos de orgullo local ó por cobardías de afrontar el porvenir. El conocimiento de lenguas extranjeras os ha sido negado largo tiempo. Se os ha limitado á vuestra lengua local. No queráis privar ahora á vuestros pais y á vosotros mismos de la oportunidad que se os brinda. Id adelante, Dios os ha dado un precioso don de inteligencia y de corazón. Aprovechadlo.

De esta suerte podáis ocupar vuestro lugar entre los pueblos por cuyos esfuerzos la verdad se ha establecido conservando la libertad y la justicia entre los hombres.

HE DICHO.

De "El Renacimiento."

BIBLIOTECA

Se ruega á todos los que se interesan en el progreso de la instrucción del pueblo, contribuyan á la formación de la Biblioteca de "The Philippine Teachers' Association", obsequiando ya obras de pedagogía modernas ya valores que faciliten su adquisición.

La Comisión

MICAELA F. DE CLARO

ADELA SILVA

FELISA VITO

VICTORIA SANTIAGO

CESARIA REYES

[Oficina de la Asociación:

102-Alix, Sampaloc,

Manila, I. F.]

Verdades Amargas...

Para el "THE FILIPINO TEACHER."

Hubo un tiempo en que nosotros hemos sentido palpar febrilmente en el seno del magisterio filipino un tormento de ideas uneras, de vigor, de energía, mensajeras de un porvenir-----, de dicha acariciada.

Hubo un tiempo, en verdad en que nosotros hemos visto que los maestros nativos de este patrio suelo ya se levantaban del letargo en que yacía marcando sus pasos lentos al compás de la moderna, avasalladora civilización, proclamando al sollozante pueblo filipino ser los verdaderos formadores de los hombres para el día de mañana. ¡Que tarea tan noble al par que difícil!

De todo esto no hemos dudado desde un principio porque muy bien sabemos que, la instrucción repitiendo con el sabio D. Melchor Gaspar de Jovellanos, es la fuente de las fuentes, el origen de todas fuentes de la prosperidad social, ella dirige sus raudales para que apesar de varios rumbos lleguen a su término, y remueve los obstáculos que puedan obstruirlos ó extraviar sus aguas; ella es la matriz, el primer manantial que abastece estas fuentes; con ella todo se mejora y florece, y sin ella todo decae y se arruina. Bien. Pero esta verdad palmaria, precisa y á todas luces, sin requisito de todo punto imprescindible que desgraciadamente, á nuestra manera de ver, muy pocos de los que hoy ejercen la instrucción pública lo posee; y el saber sacudir oportunamente el polvo amargo de la indiferencia que nos hace siempre encontrar en la misma situación de ayer, lamentándose amargamente ante el largo panorama de hechos que se desfilan ante la vista en pleno siglo en que con frecuencia se ve uno obligado á dejar de pisotear sus derechos por los piés del tirano.

He dicho que muy pocos, de los que hoy ejercen la instrucción pública saben sacudir oportunamente el polvo amargo de la indiferencia. En efecto, cuando se trata de llevar á cabo una idea grandiosa, casi todos los maestros filipinos, (me refiero especialmente á los de la ciudad de Manila), alaban con todo juvenil entusiasmo al iniciador de la idea, tributándole de todo honor, cuál un héroe recién llegado de un hélico combate despreciando la fría muerte para dar vida solamente á su patria amenazada, á su patria acaso moribunda. Pero, tan pronto como les invitan para asistir á un determinado meeting y ultimar allí un asunto pendiente relativo á la idea en proyecto, se callan, no aparecen, se muestran indiferentes, pronunciando mil excusas que nos sería imposible aquí enumerar. Y, lo bonito del

caso, hay muchos que, con tesón de Sancho Panza, firman sus nombres en el circular que les envían, como testimonio fiel del cumplimiento de su requerida asistencia. Sin embargo, si el autor de la idea insistiera en dar cima á su muy acariciado proyecto llamaría á otro meeting en un tiempo más oportuno y que todos prometen su asistencia, pero lo mismo sucede, muy pocos aparecen en el lugar y hora fijados para el acto, cual que si los que acudieran á ello tuviesen almas de cántaro. Y luego se llaman de formadores de hombres para el día de mañana.

Nunca llegaréis al pináculo de vuestras soñadas y doradas aspiraciones obrando siempre del mismo modo como obraís. Jamás veréis brillar parpadeante sobre vuestro anublado lejano horizonte la estrella de la alegría que vosotros ansiais ver. Jamás veréis fuertes y capaces para vivir en este región, escénica de tíficas dramas de la vida. Jamás en fin, veréis exentos de la desdicha humana, porque vosotros ignoráis que la vida como observa atinadamente Lubbock---no se reduce meramente á vivir bien, porque hay quien vive, como dice, ténua sin objeto ni designio alguno, y pasa por el mundo como las cañas por el río con arrastradas, porque vosotros no concedéis en modo alguno la suma necesidad del concurso de todos los miembros de una sociedad para alcanzar un consuelo duradero para todos los individuos de dicha sociedad, por no decir imposible, que una sola persona pueda sacar las castañas del fuego para dárselas á comer todas luego á muchos.

Pensad en un momento maestros filipinos sobre la crítica situación porque nuestra patria atravieza sabed llevar el grave cargo que sobre nuestros hombres gravita y grabad en vuestro memoria retentiva estas palabras sabias de Epiteto. Prestareis---dice---el mayor servicio del Estado si elevéis, no los techos de las cosas, sino las almas de los ciudadanos; porque es preferible que habiten cosas modestas almas grandes, á que en grandes y magnificas cosas solo vivan esclavos.

ELIAS JOVEN

PEDRO SANTOS

HOJALATERO

PLOMERO Y CONTRATISTA

DE

TODA CLASE DE OBRAS

Echague, 28, Santa Cruz---Manila, I. F.



UNA VISTA DE PANDACAN.

El 22 de Febrero

Las escuelas públicas están preparándose para conmemorar el 22 de Febrero, fecha del natalicio de Jorge Washington. Vimos varios programas de las veladas que se celebrarán para dicho fin. Tienden á revivir el amor cívico, el patriotismo puro é inmaculado de aquel gran padre de la libertad americana. ¿Trae consigo ventajas estas solemnidades? ¿Qué relación se mantienen las mismas con respecto al plan educativo moderno? Hé aquí las preguntas que envuelven mundos de ideas y que requieren muchas cuartillas para afirmarlas categóricamente.

Su vida que constituye una brillante relación de virtudes de un buen ciudadano, influye grandemente á la enseñanza del pueblo. Por eso, al conmemorar á un héroe la sociedad no hace más que cumplir un deber á un miembro suyo. Y al obrar así ¿no enaltece también la dignidad del que honra? Las ideas no tienen patria, como acertadamente lo dijo el notable etnógrafo, americano, Dr. David P. Barrows. Añadido también: la humanidad es una y todas están obligados á luchar por su salvación. Aquel libertador americano trabajó para aplastar la tiranía en beneficio de la humanidad.

Por otra parte la pedagogía moderna basada del espíritu de libertad y progreso recalca la enseñanza cívica. Organizar veladas para celebrar el "Washington Day", ¿no es una ocasión más en que el maestro puede aprovechar para la enseñanza cívica?

Los héroes como Washington deben vivir en la historia de los pueblos.

Conmemoremos, pues, á los grandes hombres.

Celebrems el Washington day, el 22 de Febrero.

CRISOL.

El Carnaval

Ya están casi terminados los preparativos para la fiesta del "carnaval". Los visitantes extranjeros van llegando. Se asegura que la fiesta será un acontecimiento nunca visto en Filipinas. A continuación publicamos el programa distribuido por la "Asociación carnavalesca de Filipinas".

A continuación se verá la lista de todo lo que se hará durante la semana del Carnaval.

La confección de este programa oficial del Carnaval se ha encomendado al comité del programa cuyo presidente es el Sr. Boothby, y fué impreso por la oficina de la imprenta Pública.

La cubierta del programa contiene una figura artística impresa con tinta de dos colores, y el programa contiene muchísimas impresiones. En una palabra, el programa será un buen recuerdo del Carnaval.

PROGRAMA DE LA SEMANA

Jueves, 27 de Febrero.

Llegada del rey de Oriente.

Gran parada acuática; 4:00 á 7:00 p. m.

Torneo de Tennis.

Baile de trajes nacionales, 9:30 p. m.

Viernes, 28 de Febrero.

Pruebas entre los atletas filipinos (15 entradas,) 8:00 a. m.

Baseball, Germinal contra oficina de Imprentas, 1:30 p. m.

Parada terrestre, con asistencia de organizaciones militares, 4:00 á 6:00 p. m.

mo, 8:30 p. m.

Sábado, 29 de Febrero.

Competencia de tiro al blanco internacional en el Fuerte de McKinley, 8:00 a. m.

Pruebas entre atletas americanos (20 entradas,) 8:00 a. m.

Baseball, 9 de caballería contra 10 de caballería, 1:30 p. m.

Competencia: escalar las murallas de la Ciudad principiando desde la Luneta, 4:00 p. m.

Domingo 1.º de Marzo.

Esgima entre filipinos del Manila arthletic Club, 9:00 á 10:00 p. m.

Finales entre los atletas filipinos, 10:00 a. m.

Football inglés 2:00 p. m.

Baseball Quartermaster contra Gobierno Civil, 3:30 p. m.

Exhibiciones en el Hipódromo 8:30 p. m.

Lunes 2 de Marzo.

Finales entre los atletas Americanos, 9:00 a. m.

Football Americano. Columbia Club contra Flitilla, 2:30 p. m.

Baile de disfriz del Carnaval, 9:30 p. m.

Martes 3 de Marzo

Baseball filipino, contra americanos 1:30 p. m.

Paseo de enmascarados y disfrazados confetti por las calles, 8:00 p. m.

Paseo triunfal del Rey del Carnaval.

Cremación de la Pena, á la medianoche.

ACORDARSE DEL CARNAVAL

27 de Febrero,—3 de Marzo.

SECCION DE NOTICIAS.



Feliz Viaje

Así lo desea "The Filipino Teacher" al Comisionado de Instrucción, Hon. Morgan W. Shuster y al Director auxiliar de Educación Mr. White, que hace poco han dejado las islas, para los Estados Unidos.

Condolencia

La Srta. Vicenta E. Alimario, maestra municipal de San Pablo, Laguna, expresa su gran sentimiento a la familia de Azores, de la misma localidad por la sensible pérdida de la que en vida fué su queridísima amiga, Srta. Hospicia Azores, que murió el 17 del mes próximo pasado.

A los Suscritores

Se notifica a los señores suscritores que con este número expira su suscripción.

Si desean continuar favoreciendo nuestra publicación cual esperamos sin un ápice de duda, pueden hacerlo rellenando la adjunta carta.

EL ADMINISTRADOR

Sr. Emilio Pestaño
Sr. Ador, del "The Filipino Teacher"

Alix 102—Sampaloc, Manila, I. F.

Sírvase incluir al que suscribe en la lista de los suscriptores del "The Filipino Teacher".

Adjunto le envío la cantidad de -----
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Nombre -----

Dirección -----

Pueblo ó provincia -----

NOTA:—No se servirá ninguna suscripción sin previo pago al contado.

2.600 islitas

El Dr. C. C. Teagle, médico del buque que practicó los trabajos geodésicos, dice que la nueva carta señala 2.600 islitas componentes del Atchipiélago.

Un debate

Bajo los auspicios de la *The Philippine Columbia Association* se llevará a cabo un debate, a las 8:30 p. m. del viernes próximo, 14 de los corrientes, en el edificio del *Manila High School*, sobre el tema siguiente:

SE RESUELVE QUE LA ACCION DE LA LEGISLATURA FILIPINA AUMENTANDO LA DIETA DE LOS MIEMBROS DE LA ASAMBLEA ES UN BIEN PARA LOS INTERESES DEL PUEBLO FILIPINO.

Hablarán en pró los Sres. Ernesto Quirino y M. X. Burgos y en contra los Sres. Jorge Bacobo y Arterio Faris, actuando de presidente el Sr. Ponciano Reyes.

Serán jueces del debate los señores James F. Tracey, magistrado de la Corte Suprema; Aewion W. Gilbert juez de primera instancia y el director de Educación Dr. David P. Barrows.

Dos recepciones

Con motivo de la marcha de las dos supervisoras de esta ciudad, para América donde gozarán sus licencias acumuladas, los maestros del primer y tercer distrito organizarán dos recepciones de despedida.

Por nuestra parte les deseamos un *feliz viaje*.

La horticultura en las escuelas

Esta es una de las materias que se enseña con especial interés a los niños de la "Kindergarten School" de la Normal, con el objeto de fomentar desde la niñez el amor a los trabajos del campo.

Cada uno tiene su jardín y no se impone la faena a cada uno sino a todos en general y, por ese medio se ve luego que el que ha trabajado más, recoge mayor cosecha y el que no ha trabajado, no recoge ninguna. La muestra saca de esta la lección práctica para inculcar en el niño la idea de que el hombre que se trabaja, no come.

La directora Miss Kate L. Bassett ha celebrado la primera cosecha recogida con una fiestacita infantil, en la que los niños hicieron los honores a un buen comer de repollos, tomates, maíz, rabanos, sicamas etc. frutos de las semillas sembradas por sus propias manos.

Escuela clausurada

Según informes que acabamos de recibir del Buró de Sanidad sabemos que a causa de la aparición del cólera en Kalapan y Bagbag, Mindoro, se ha tenido que disponer como una medida sanitaria la clausura de varias escuelas en los pueblos infestados.

Buro de Educacion

Por telegrama recibido de Cebú sábase que la Junta provincial ha facilitado al municipio de aquella ciudad, en calidad de préstamo, la suma de ₱500 con destino á la erección de una casa escuela municipal.

Esta resolución viene á ser al cumplimiento de una promesa contraída con el comisionado Shuster en su reciente visita á quella provincia, el cual ha donado ₱2500 de fondos insulares para la terminación de las obras de la escuela provincial, á condición de que la Junta provincial dé alguna cantidad para el edificio de una casa escuela municipal.

—Comunican de Kawayan, Negros Occidental, que el consejo municipal en sección extraordinaria celebrada el 23 de Diciembre último, acordó poner en vigor la contribución territorial en dicho pueblo, al objeto de que las escuelas en el mismo continúen sin interrupción.

—Tambien se participa que el municipio de Tabaco, Albay, ha votado la cantidad de ₱4250 con destino á la erección de una escuela intermedia. Con este mismo fin solicitan del gobierno alguna ayuda de los fondos insulares.

—Se han recibido del Japón varias exhibiciones de la exposición imperial de Pesquería celebrada hace poco en Nagasaki. En su mayoría son compradas por el Buró al objeto de propagar mejor esta industria en el país, y una de las exhibiciones ha sido donada por un caballero japonés, dueño de un importante y grandioso vivero de ostras, que es una monstruosa exhibición de esta importante industria.

—La Junta provincial de Kapiz pide de los fondos insulares la cantidad de ₱15.000 con destino á la construcción de una casa escuela de Artes y Oficios para la provincia. No se ha tomado aún sobre esta determinación alguna.

—El superintendente de Tayabas da cuenta hallarse depositada en la tesorería municipal de Atimonan la suma de ₱12.000 con destino á la creación de una escuela intermedia. El Buró auxiliará á aquel municipio con otra suma de los fondos insulares.

—El Secretario de Instrucción pública ha aprobado la edificación de una escuela para uso de los manguianes de Mindoro por cantidad de ₱600.00. La obra correrá á cuenta de aquellos habitantes.

Por resolución del secretario de Instrucción pública, se destinan ₱10.000 de los fondos generales para escuelas al municipio de Pasay, Rizal, al objeto de invertirlos en la construcción de una escuela municipal. Por su parte, dicho municipio votará también igual suma para el mismo fin. La Compañía agrícola de Ultramar, dueña de la gran hacienda en dicho pueblo, dona 2500 metros cuadrados de terreno con destino á la referida escuela.

—El municipio de Baybay, Leyte, solicita del Buró ₱15.000 con destino á la erección de una escuela intermedia.

Con el mismo fin pide también el municipio de Bukán, ₱6.000.

—La enseñanza de la jardinería en las escuelas es recogida con beneplácito. Hoy todas las escuelas primarias incluso las del barrio poseen su jardincito.

Mr. Foreman ha adquirido de los E. U. gran cantidad de semillas por valor de ₱50.00 las que fueron distribuidas entre los alumnos quienes demuestran sumo interés y afición á los jardines.

—Se van construyendo nuevas escuelas en los ba-

rrios, especialmente en los pueblos de Lubao, Santo Tomás y Agooy y todos convienen en que las mejores son las del barrio de Rizal, Lubao.

—Durante el mes de Septiembre el gobernador Luna ha visitado la escuela central de la provincia y varias escuelas de barrios, y se mostró muy satisfecho al ver las obras realizadas y el interés demostrados por los maestros municipales.

A sus esfuerzos se debe gran parte del progreso de las escuelas de la provincia, pues él al visitar á los pueblos, siempre ha llamado la atención de los consejos municipales y vecinos prominentes sobre las ventajas y necesidad de las escuelas. Solicitó de todos los habitantes la cooperación general hacia las escuelas, por encima de toda cuestión personal y política.

Se cree que sus visitas influyeron en gran modo en el fomento de la educación en la provincia.

Por Carnaval

Ha sido autorizado por el Secretario de Instrucción pública el gasto de ₱600.00 para el establecimiento de un kiosco en Bagumbayan, para los festejos de Carnaval, al objeto de destinarlo para la exposición y venta de los efectos confeccionados en las escuelas.

Una escuela provincial mas

El comisionado Shuster ha donado, de los fondos generales para fines escolares, á la provincia de Ambos Camarines, la cantidad de ₱200.000 con destino á la erección de una escuela provincial, á condición de que la provincia vote igual suma con el mismo fin.

Una Inauguración

En uno de los primeros dias del mes de Enero último tuvo lugar la inauguración del High School de Cavite. Asistieron en el acto distinguidas personas y muchos jefes y oficiales del gobierno.

Sport

Los juegos atléticos han sido muy animados el año pasado. Los cuales han dado buenos resultados á los escolares. Esperamos que los sean también para el presente.

EL FILIPINO

(SUCURSAL)

Sastreria, Camiseria y Sombrereria

306 HERRAN.—PACO.

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The Filipino Teacher

PAHAYAGANG BUANAN

Taga-pamansag ng "THE PHILIPPINE TEACHERS' ASSOCIATION"

Taga-pamahala: Gregorio Villa.

Tagapangasiwa—F. PESTAÑO.

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PAGPAPALATHALA: AYON SA PAGKASUNDUAN

Ang Bunga ng Katiyagaan

Ang kapisanang pinamgatang "The Philippine Teachers' Association" ay pinagsikapang itinayo mula pa ng buwan ng Septiembre ng taong 1902 ng mga Gurong Filipino, sanhi sa adhikang ang lahat ng mga Guro'y magkaroon ng isang mahigpit na pagmamahalan, pagmamasakita't pagsusunurang kapatid, pagpapalusog ng katalinuhan sa pagka-gurò at sa ikatutulong sa pamahalaan sa ikasusulong at ikadadakilâ ng kapilipinuhan, upang sa haharapin ay mabilang ang ating Inang bayang isa sa lalong bantog na Lahî.

Di kakaunting balakid ang kinatigurenan ng kapisanang ito, makapal na dawag ang kaniyang sinoong; mahahayap na panudlâ ang inihahadlang ng ibang sa kania'y bumaka, na kahima't anong tawag kapatid ang ginagamit ng kapisanang ito'y ipinagwalang bahala sa walang matibay na sanhing sukat pagsaligan.

Sa lubus na catiagaan'y nabuhay ang kapisanang "The Philippine Teachers' Association", at kahima't yayay na yayay na di balos maigulapay ang katawan ay lumalakad ding pasan ang kaniyang banal na adhikâ, at sakhibe sa pusô ang maningning na nasang alintanahin ang mga pasakit ng caniyang mga verdugo, hangang mai-agdon ang mabigat na kruz sa taluktok ng kaliwanagan, at sa katiagaang ito'y nagsaule ang lakas ng kapisanan sa tulong ng panahon hangang sa sumapit sa mga araw na itong makapag bangon ng isang dukhang Journal na pinamagatang "The Filipino Teacher" na siang taga pag-pahayag ng sa mga Gurong damdamin.

Ngayo'y kasalukuyang nanunubo ang kapisanang ito, nagsusupling ng malulusog na sangâ, naguusbong ng mga dahong nakaliligayang malasin; nguni't hangat siya'y yumayabong at naghahandog sa nagaalaga ng isang nakalulugod na anyo, ay lalo namang lumalaki at bumibigat ang tungkulin ng sa kaniya'y nagtatanod. Ngayo'y kailangan ang isang alagang lipos kaini'tan,

isang patabang mabisâ upang tamuhin ang ina-asam-asam na bungang matamis na nilalayon ng kapisanan.

Sa pag-tupad sa mabigat na tungkol ng nagesisipamatnugot ng kapisanang ito, ngayo'y kasalukuyang pinageusumikapao nila ang ikayayabong ng katalinuhan ng mga Gurong Filipino sa mga bagay bagay na sukat maging hiyas ng isang tunay na gurò; kaya't, magmula pa ng buan ng Noviembreng nagdaa'y naghalal na sila ng iba't ibang lupon (comité) na tiga pangasiwa.

Sa mga comiteng ito'y tatlo ang totoong mahalaga. isa'y ang lupon mamamahala sa pagtatayo ng isang Aklatan, isa'y sa pag saklolo sa mga ginigipit ng sakuna, at ang isa'y siyang mamamahala sa mga papulong (conferencias na gaganapin minsan isang buan; na ngayo'y kasalukuyan pinagsisikapan ng marangal at masisipag na binibining nagesiucop ng cani-canilang tungkol.]

Ang mga papulong na ito'y pinamamagatan Conferencia Pedagógica. Ito'y kinikilala naming di lamang tumutukoy sa paraan [ng pagtuturo ng gaya nang biglang hakâ ng iba, ó pagaaral ng pagtuturo kung di kaniyan iniaaral din ang mga kaugaliang dapat taglayin ng isang [Teacher] Gurò, sa kaniyang mga [dicipulo] tinuturuan, na gaya ng walang katapusan pagpipigil sa kalooban, ng di matingkalang pag-ibig sa tinuturuan ó sa kabataan, kabaitan sa lahat ng gagawin kasukatan sa lahat ng ikikilos at sa katapu. sa'y, ang pag hirang ó pagpile sa kabataan ayon sa gulang at lakas ng katawan [clasificación] na ito naman ang kinasasaligan ng tinatawag na *práctica* ng isang gurò na tumutukoy sa kaugalian ng mga dicipulo.

Ang mga ibubunga ng mga papulong na ito'y siyang inaasamasam at balos napapanangarap ng kapisanan na siyang magdudulot sa mga Guro ng lubus na pagkakilala sa kaniyang tungkulin.

Anong laking halaga ng mga inaakalang ibangon ó ibinabangon ng Philippine Teachers' Association! Paano kaya ang pakatupad sa mga bagay na ito? Magagana kaya ng iilan kung di pagtulung tulungan ng mga

kasapi ó kahit hindi man kung tunay din lamang Guró? ¡Ah! inaakala kong hindi. Ipagwawalang bahala kaya ng mga Teacher ó guró na di pag twangtwangan yayamang ang nilalayo'y kanilaring kapakinabangán?

Mga kasama at kapatid sa katungkulan! Pagbangon sa pagkakaratay sa sakit ng pagpapaumanhin. Pagbalikwas at sumama sa iyong mga kapatid na di naghihimagal sa pagdulang sa ikatitimawa ng lahat; kung ikaw man ay nahihiyasan na ng lubos na katalinuha'y, huag mong ipagmaramot sa iba mong kapatid na nangangailangan ng iyong tulong, pagka't tantoin mong ang isang patak na langis ay sukat ng makasira sa isang tapayang tobig. Huag kang magkasiya sa iyong lakas at katalinuhan, at tantoin mo rin namang hanga't ang tawo'y nagaaral ay may natututuhan.

Naaalala namin na isa sa ating marangal na Diputado na si G. Juan Alvear kinatawan ng Ilocos Sur, ay nagharap sa Kapulungang bayan ng isang bill ó balak na doo'y hinihingi niyang maglagda nang

isang batas na sa lahat ng bayan at nayon ng Kapilipinuha'y magkaroon ng mga papulong na hayag na nauukol sa katungkulan ng mamamayan at ang karpatan naman nito sa harap ng batas, na ang mga papulong na ito'y iniaatang sa Kagawaran ng pagtuturo.

Ang kapuri-puring balak na ito'y di maitatangi ng sino man; na isa sa lubus na kailangan ng Kapilipinuhan, at sa ganitong sanhi ay inaakala naming walang pagsalang pagtitibayin ang dalawang kapulungan. Kung ito'y mapagtibay na; paano kaya ang gagawin ng ating mga kapatid upang makatupad sa bagong mabigat na pasan at sa pagsisilbi sa bayan? gilan kaya sa atin ang nahihiyasan ng lubus na kabatiran ukol sa mga bagay na nasabi na? Ito'y isa pang sanhi na umaakay sa amin kaya't uulitin namin ang mga salitang "Ilibing sa limot ang pagwawalang bahala," dumalo tayo sa mga papulong ng Philippine Teachers' Association upang kung dumating ang panahon'y huag tayong ngumapa-ngapa.

KARUNUNGAN SA PAGTUTURO

(HAKA-HAKA TUNGKOL SA ATING MGA PAARALAN)

Anó ang *Pedagogia*? anó ang *Pedagogo*? anó ang *Maestro*? anó ang *Teacher*? at anó ang *Guro*?

Karaniwang mangyari saa't saan pa man, ang magdumami sa bilang ang mga taga turo sa bata, ngunit kakaunti naman sa kanila ang nakababatid ng tinatawag na *karunungan sa pagtuturo*. At dito sa atin'y sukat ang masabing "iya'y *maestro* ó *maestra*" ó "iya'y *teacher*", samantalang bibi-bihira sa mga pinangangalanan ng ganito ang nakaalaman ng tunay na uri at kaparakan ng pagka *maestro* ó pagka-*teacher*, at ng talagang katuturan ng salitang *magturo*.

Magturo ay hindi iinat lamang ang daliring hintuturo, upang maipamalas sa tinuturuan ang isang bagay na pinaa-aralan.

Magturo ay mag-aral, umaral at magpaaral.

Talagang ganito. Ang tungkulin ng tinuturuan ay isá lamang: *mag-aral*: at ang tungkulin ng magtuturo ay tatlo, na nauuwi sa isang walang tigil na pagpapakarunong upang may *maíturo* ó *maipaturo* sa mga nag-aaral.

Ang karunungan sa pagtuturo, ay matutulusan sa simula ngunit hindi sa wakas; sa malinaw na sabi: may puno'y walang hangán.

Hindi pagkatapos ng tatlo ó anim na taong ipag-aral ng isang naghahangad maging Maestro ó Teacher, at pagkapagtamó ng "titulo", ay masasabi ng hamak niyang ganap ang *karunungan sa pagtuturo*. Ang mga karunungan natutunghán sa mga aklát, ay kailangang pagpunan sa mga pagtuturo ng iba, kailangang dagdagan araw-araw ng mga karunungan sa gawa at sa mga nangyayari. Sa ano't alin pa mang dunong, ang *pagsasanay* ay kapupunang malaki nang *pag-aaral*. Sa paki isama sa mga bata ay marami ang natututubang ituro ng isang Maestro, kaysa kababasa at kasa-saulo lamang ng laman ng mga aklát. Kaya kung pagtutuuin,

ang dapat magling katuturan ng isang karunungan sa pagtuturo, ay: *pag-aaral* ng *pagtuturo* at *pagtuturong pag-aaral*.

Ang "pag-aaral ng pagtuturo" ay siyang natutunghán sa aklát na pinangangalanang *Pedagogia*, (salitang nauuwi sa kahulugang *pag-akay* ó *paghahatid sa batá*). Sa kahulugang ito'y mahihinuha ng ang tunay na tungkulin ng pagtuturo ay ginaganap sa mga *taong pahat at mahina*. At sa pagkilala ng *kapahatán* at *kahinaing* ito ng mga nag-aaral na bata, ay diyán nasaasalig ang lahat ng mga dunong na dapat matutuhan ng isang magtuturo. *Pahat* at *mahina*: ito ang dalawang bagay na hindi dapat kalimutan ng isang Maestro ó Teacher ó Guró, mula sa paghahangad niyang makapagturo, at hangang sa panahong nagtuturo na. Sa malaki ó maliit na pagkabatid ng mga taga-turo sa dalawang kabagayang iyan na likas sa mga bata, nangagalin ang mataas ó mababang karapatan nila sa ganyang katungkulan. Isang Maestro na maghanap sa bata ng isang handa ng katalinuhan ng isip sa bagay niyang ituturo, ó maghanap sa bata ng isang handa ng lakas nang katawán sa bagay niyang ipagagawa, ang Mastrong iyan ay hangal at walang muwang ni karapatan sa tunay na uri ng katungkulang magturo. Ang kasabihan nating "ang maghanap sa talagang wala, ay ulol ang kamukha", ay kapit na kapit sa gawa ng Gurong iyan.

Ang pagka-malupit at pagkamapaumahin ng isang Teacher ó Maestro ó Guro, ay nababatay rin namán sa pagkakilala sa dalawang likas na uring iyan ng mga bata: *kapahatán* at *kahinaan*. Isang malupit magturo, ay karaniwang hindi nakababatid ó maypagkabatid ma'y nakalilimot na sa dalawang bagay na iyan. At isang mapaumanhin namán, ay karaniwang nakatátalos at nakaáalaala ng katotohanang kaya nag-aaral at napaakay ang mga bata, ay sapagka't hindi pa nga marurunong at hindi pa makapaglakad na mag-isá sa landá

nag dunong at pakikipamuhay. Tanungin niyo ang isang Maestro sa oras ng pagyayamba niya ng pamalo, o pagkapalong pagkapalo, kung bakit niya nagawa ang gayon, at kung makapag-isip-isip ay magsasabi sa inyo na siya'y pinagdimlan lamang ng bait, sa harap ng isang batang gumara ng isang bagay na di dapat gawin. Tanungin naman niyo ang isang mapaumahing Guro, kung bakit hindi niya paluin o paruahan ng mabagsik ang isang batang nakita niyang gumara ng isang bagay na di dapat gawin, at sa kalamigan ng loob, ay isasagot sa inyong sapagka't ang na'agawa ay isang batang wala pang hustong bait na sukat ikikilalang malinaw at parati sa masama at sa magaling.

Sa pananalig ng mga Pamunuán ngayon sa pagkatotoo at pagkahayag ng dalawang likas na uring iyan sa mangha bata, kaya ipinagbawal sa mga Guro ang mga kalupitan at bagsik sa pagpaparusa, at kaya ipinag-utos ang lalong mapapang-akit na paraan ng pagtuturo yamang sa nakikita ng marami ang batang nagkukusang mag-aral at natututo sa lilim ng isang malamig at kaibig-ibig na pagtuturo, kaysa isang mainit at katakot-takot na pagpapaaral.

Dapat din namang matalos ng mga Maestro o Teacher o Guro, na kung ang mga dunong man nila'y sukdol sa langit at hindi naman sila marunong magturo ng kanilang nalalaman, hindi sila maalam magsalin sa ibang isip, loob at damdamin ng kanilang mga napag-aralan, ay masasabing sila'y tunay na di karapat-dapat sa paghahawak ng napakaranhal nilang tungkulin. Hindi sukat ang makapagtapon kayo nang maraming bagay na matuturo; kailangan din naman ang magkaroon kayo ng dunong sa pagtuturo ng mga bagay na iyan. Katulad din naman ng nagyayari sa kayamanan; hindi sukat ang makatipon ng maraming salapi na maipagtakip sa l-hat ng kailangan; nararapat din namang magkaroon na ng isang bait sa pagkilala ng mga bagay na nauukol paggugulan at ng hindi, magkaroon ng wastong-loob sa mga paraan ng paggugol ng salaping iyan, upang pakinabangan ng mga nararapat makinabang.

Pagtuturong pag-aaral. Nagtuturo ang isang Maestro ay napag-aaral din naman. Ang ugali, hilig, salita, anyo at lahat na ng uri at kilos ng mga batang kanyang tinuturuan, ay dapat niyang pag-aralan.

Sapagka't ang mga Maestro o Teacher o Guro ay karanawang mga binata at dalaga, sila'y may katungkulang maglimalas-malas at mag-aral din namán habang na sa panahon ng pagtuturo, at sa hindi pa man, sa mga tungkuling magulang. Sa mga paaralang-bayan ratin, diyán sa mga bahay na pinagpamulatan pa lamang sa mga bata ng kanilang mga unang pagkilala sa buhay, ang mga Guro ay isang tunay na kahalili at katiwala ng Magú-magulang ng mga batang-tinuturuan. Ang mga bagay na tungkulin ng isang anak sa magulang, ay hindi maituturong mabuti ng isang Guro, kung wala siyang namumuwangan sa isang pag aruga at pagmamahal ng magulang sa anak. Kaya kailangan ng isang Guro ang pag-aaral sa mga bata at ang pag-aaral sa mga magulang.

Ganito rin namán ang masasabi sa mga karununganang dapat matutuhan at ituro ng mga Maestro sa mga bata sa pagka-anak ng kanilang Bayan.

Anopa't hindi rin sukat masiyahan ang loob ng isang Teacher na matutu ng pagtuturo sa mga bata, kundi katamtaman din namang sa mga nag-aaral sa kanya'y mag aral, ang itinuturo niya'y parating pag-aralan, at ang pagtuturo niya'y katutuhan ng lalong at lalong dunong na pakikina-bangan niya at ng kanyang mga tinuturuan.

ANAK-BAYAN.

Sipi sa "Muli Pagsilag".

Dapat Pakailagan

Upang mailagan ng mga gaya kong nagsisipag-aral ang mga bagay na ibunubunga ng ugaling KABABAHALA NA, iyang mabisang kamandag ng katamaran, ay naakit akong tumukoy ng isang dahilan (kahi man di bihasa sa mga ganitong gawain,) na sa aking taya ay siyang lalong pinagkasanhian ng mapapait na hantungan.

Pagiinutan ko ngang bangitin ang kamaliang ito, hindi sa pangunahang bait sa kanino man kundi bilang pagpapalaala lamang sa mga sinasalanta ng ganitong bisyo, upang manunoy man lamang ng kanilang isipan ang ibinubunga niyan, at balang araw ay siyang lulupig sa mga dakila nating hangad sa laot ng kapananyayaan.

Marahil di rin kaila sa lahat ang aking tinutukoy, pagka't karaniwang nangyayari. Ito nga ang siyang nagiging dahilanin sa halos sino mang kinukulang ng palad na di makalabas sa mga pagsusulit. Ito rin ang umaakit sa mga mahihinang loob sa pagtatamadtamaran ng lubusan.

At Oh, ilan sa mga iyan ang natutuluyan tuloy sa paghahanapbuhay o sa iba kayang bagay, kahi ma't may sapat na kaya at matalinong utak?---- Ilan nga riyang ang tinitikis na tuloy ng sa kanila'y nagsisipaggugol, sanhi lamang sa akalang sayang lamang ang kamal-kamal na salapi na sa kanila'y laan?

Ah... marami nga, lubhang marami. At kung magkaganiganito na ano ang mapapala?.. Pagkaitan kaya sila ng ilaw ng karunungan o sila na ang nagmamamot sa biyaya ng katalinuhan?

Ngayon ipaghalimbawa ko sa isang nag-aaral. Taglay niya ang gayong bisyo. ang bahala na. At sapagkat nalalayo pang lubha ang takdang araw na pagsusulit o examination ay sinamantala niya muna ang panahon sa ibang kinahihiligan. Lumakad ang panahon. Siya naman ay patuloy ng patuloy. Anopa't ang kanyang tungkulin sa araw-araw hingil sa pag-aaral ay na liligpit na halos sa isang sulok, sa akalang kailan ma't malapit ang araw, ay saka doon na lamang ilalabas ang boong kaya sipag at sigla. Lagi niyang sumbitlahin sa tuwing di makasagot sa tinatanong ng guro ang BAHALA NA SA EXAMINATION. Nalakad ang panahon sa kagagayon. Palapit ng palapit ang araw at oras na lumilipas na katumbas ng nagkikinangan ginto ay parang hangin lamang sa kanya. Patuloy rin siya, at kung minsan nga, ay makaisip ng mag-aral ay ano pa, payak na pahapiaw lamang. Sa kagagayon ay dumating na ang magiisang iglap, iyang isang sandaling nalalabi pa sa kanya, ano pa't iisahing kisap-mata lamang at examination na.

Nariyan ngayon ang pista. Maghuhumaplit na, gabi, araw, walang sandaling pinararaan; at kung minsan naman ay mauwi na lamang sa pagsisi ng abo-

abot. Minsang mapasuntok na sasabayan pa ng buntong hininga, aywan baka sa panghihimagal sa ka-aaral. At samantalang doon naman sa may matitigas na bungo ay patuloy rin ang kababahaya na.

Oh, ano ngayon ang mapapala sakapiyangot na panahon? Sukat na kaya iyan sa isang taong ganap na dapat ipagalar? Kung inaraw-araw niya marahil aabutin kaya niya ang lahat ng ito? At ngayon naman, sino ang makapagsasabi na ang gawang pag-aaral ay mahirap?

Ipagpatuloy natin. Dumating ang takdang araw, iyang araw ng bahala na. Litong-lito. Walang maa-lamang apuhapin, nakalimutang lahat ang pinagsa-baysabay na pinagalaran. Kalabaslabas ay kalabasang maputla. Siya ngayo'y na sa isang tabi malungkot na anyô, kipkip ang isang pagmumunimuni sa kanyang kabuhayan. Laging alaala ang sasapitin, sising Hudas, siya'y naiingit doon sa di nahulog, at Oh---- halos mapaiyak, gawa ng katamarang pinagsisihang malabis. Hayan ang kabuhayan ng ganyan.

Oh! ang nagagawa ng bahala na. Sa iyo nararahuyo hindi lamang ang may makunat na isip kundi din naman yaong may matatalinong pagkukuro, at hindi rin naman yaong may kaunting kaya, kundi rin naman yaong nahihiga sa layaw ng sasalap. Talagang wala siyang pinapaningoon, ni mapurol at matalas na isip, ni mahirap at mayaman. Sa harap niya ay pantay-pantay ang lahat.

Kaya magiingat nga tayo diyan sa bisa ng kababahaya na, pagkat na sa pagtitiyaga nga lamang ang ikasusulong.

Miguel Antonio.

Manila High School.



Umayos tayo

Ngayo'y aming pupunahin sa lathalang ito at ituturo namin ng dalawang daliré ang isang bagay na nagiging pangkaraniwan at malaganap ng totoó sa mga budhi niyang mga palábiruin sa áting kakayahan.

Ang mga salitang *boy* at *girl*, batang lalake at babaye—ay kung baket at twina'y, maging báta man, ó matanda, may asawa, ó wala, ay lagi nang itinátawag sa ating mga filipino. Dahilán kaya sa tayo'y maliliit, ó dahilan sa tayo'y wala pang mga muáng? Hindi namin matalós, sa kung anóng matwid ang pinagbabatayan nila, hinde namán, masasabeng kauligian ang ganitong pagtawag káhit sa isang may gulang na't hustong pag-iisip, pagká't mayroon silang mga salitang *gentlemen* at *ladies*, na siyang angkap na itawag. Sa makatwid, nay kanikanyang pinag-uukulan ang mga salitang aming tinutukoy; at at sa halimbawá, tayo'y magsasalitá sa harap ng mga tawong may gulang. sinasabi nating "ladies and gentlemen" at "girl and boy" sa harap namán ng mga may murang taón ó bata.

Dito'y malinaw na malinaw na mapagkikilala ang agmat ng kahulugán at pag-gamet ng naban-git ng mga salitá, at ito'y di dapat pagkamalan ng sino man, lubha pa't may pinag-aralan na tawagin "boy" ó "girl" ang isang kung minsa'y matandá, at may bustong bait at matalinong gaya niya. Ito nga'y di dapat pagkamalan, at ang magkamali dito'y isang pagkukusa, pap-uupasulá sa ating karapatán, pagsira sa ating puri, pagsugat sa ating damdamin at pagkutya sa ating kalagayang tayo'y di dapat pang igalang.

Dapat putlin ang ugat ng samang ito, pagka't baket igagalang ang isang di maalám gumalang?

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"Igalang mo ang iyóng kapwá at ng igo ang ka namán" ay tila mandin hindi pinag-aralan niyang malalakeng tuwina'y kinakain-kain tayong maliliit

Galang sa kapwá galang at lapastangan sa kapwá lapastangan, ito mandin ang lalon tamá at makatuwiran, at hindi gaya ng lumipas na panahon, na walà tayong bukang bibig kundi si, Señor Fulano si Don Solano, at kung tayo ang tawagin ay tawag busabos at alipin. Ito'y dapat mangyari sa loob ng bakuran ng isang pamahalaan may itinatangi at hinde, datapuwa't sa isang pamahalaan labat ay pantay-pantay, sadyang di dapat tulutan at kailangang sugpuin.

Bilang pabuntot sa lathafang ito'y aming pupunahin namán ang kasiraan ng ilan nating mga samahán.

Ang pag-aaral ng mga guró kung hapon ay isang salamin malinaw, na aming paghuhuarán sa pakikitaan ng ating dungis.

Di manaka-naká kundi madalas mamádan namin, ang kagásalawán ipinamamalas ng ilan nating mga kababayan guro, na tila nakabubuntot sa tulos na pinagtalian sa kanila ng hinahawakang katunkulan.

Dapat talástasin, na ang isang guró, ay dapat taglayin ang pagkauring guró saan mang lupá siya tumutuntóng. Ibeg бага naming sabihey, na kung sa

ating pagtuturó kun umaga, sa ating klase'y ang labát ng bagay ay inilalagay sa wasto't tuwid na kalagayan, ay gayón din ang dapat nating anyuin sa pag-aaral nating mga guró saín mang klase at sa harap ng sino man. Pagka't kung nais nating umáyos ang ating tinuturan kung umaga, gayon din ang narapat nasáin sa ating pag-aaral; pagka't, kung itong huli ay di natin matutumpakang ayusin, ay lalo at higit ang na-uná. Kung sa ating pag-aaral, ay ipamamalas ang isang anyo't kilos ó kaya'y mga pangungusap na karapat dapat lamang sa isang bata, sa isang guró'y magiging mula't sapot ng pag-alipusta sa ating mga gurong Filipino, at magbibigay matwid na tayo'y walang karapatan sa ating tungkulin. Kami'y di makaka-ayon at siyang unang pupulá sa gurong iyan. Wala siyang tulong na maá-antay magin díne sa pahayagan at magin sa aming Samahán.

Dinaramdam nating tayo'y tawaging "boy" at "girl", datapuwa't kung minsa'y na sa atin ang dahilan ng ipinagkakagayon. Itumpak ang gawa, kilos at pangungusap, at huwag ang tila batang musmos, ito ang lalong matwid at di mababaluktot sa ating mahalagang katungkulan.

K. Ku'ay.

"Ang anak sa magulang at magulang sa anak."

(Katapusan.)

Igalang, ibigin ang ama, na sa inyo'y nagbigay buhay, at ina na sa iyo'y nagkandong na siyam na buan at unang pinagbuhatan ng iyong ikinabuhay. Kayo ang tunay na tanda ng kanilang pag-iibigan at sa inyo'y pagpapalayao, kayo ang dapat ng umisip ng ganting pala sa kanila sapagka't di na ninyo mahahanap na ang lahat ninyong kailangan ay na sa kanila ala-ala kinakailangan huag kapapapangla-wan ang pagka palaot ninyo sa dagat ng pag-aaral at asahang sa pang-pang na sasampahan ay malakuing matatag buhan ang karanġalan, kadakilaan at karunungan na siyang kasayahan ng magulang na di nagpupukas ng pag-tatrabaho sa gabi at arao upang huag mapa sa kanila ang sagot na, "tayka muna at wala pa't, kong kayoy" dumaging ng gutom.

Paigsiin ninyo hanga't may magagawa ang haba ng panahon sa pagaaral, huag kapapang-lawan ang mahirap na daang tatahakin sa paglibot upang mahikapang ng pag-iisip ang parang ng katahimikan, sapagka't mangyayaring dumating ang panahon na ang buhay ay mahapay, ang katawa'y manglata at ang lakas ay maghina na siyang pangyayari ng isang pagka sawi; sa bagay na ito, mga pinalalayao ng magulang, na ang pagkakaganito ninyo hindi na kasalanan ng isang ama ó di kaya

ina at ang isipin ay kayo sa kanila'y may utang pa.

Kuruin ninyong mga anak, itong salitang ipagpapahuli ko at kayo rin ang makapagpapatotoo, na kung sa mundo ay mayroong tunay na kaligayahan ó kaayaan, ay doon lamang na tatagpu-an sa loob ng isang familiang magaling ang pagkakataguyod, sapagka't ang pag-iibigan at katuturan ng bawat isa sa kanila ay mahigpit nagkaka-ayon, kaya ang kalayaan ay ang familia sa pamamagitan ng pagpapasasa sa mangkayamanan paraya ng mundo ay kalayaan sa isang-daling oras lamang, sapagkat ang kalayaang ganito'y kalayaan ng isang tuyot na pag-iisipisip at dahil dito ay di manatili ang isang tunay na pag-iibigan at matapat napagsusunuran, at kung mangyari man ay pili-ting mawala sa pamamagitan ng dahas ng kayamananang ikinasasaya, ikinadadana'gal at ikinalalaya.

Ang kalayaan sa pamamagitan ng karunungan ang matibay, malaki, mayaman at marangal sa dilang marangal, kaya sulong kayo sapagka unlad, mga anak na pina lalayao, at kayo ang pag-asa ng inyong magulang, gayondin nitong ating bayan.

P. A. ARGETA.

SARI-SARING BALITA

Mga malupit na kamay!

Isang kasuklam-suklam na asal ang ginamit ng mga duag sa isang walang lakas nating kapatid sa tungkol na si Miss Hahn. Ito'y isang Teacher ng Departamento ng Educación na nag tuturo ng Ciencia Doméstica sa Batangán. Ang gulang niya'y may anim na punong taon; siya'y isang uliran sa kasipagan at katipiran, namamahay na mag-isa sa lubus na katahimikan. Ngunit ng gabi ng ika 28 ng Enero nagda'y, pinangahasan ng mga ganid na magnanacao ang abang [Maestra] Teacher na di na pinakundanganang tinampulasang kinitil ang kaniyang buhay ng walang pakundangan kamay at sandata ng mga kuhilá.

Jampung sugat ang umutas sa abang matanda na pawang malalalim!

Ang The Philippine Teacher, Association at The Filipino Teacher ay nakikidalamhati sa Departamento ng Educación sa pagkawala ng isa niyang kawani, at gayon din sa familia ng namatay; at magmula sa pahayagang ito'y hinihingi namin sa may kapangyarihang ipataw sa mga tampalasang magnanacaw ang lalong mabigat na parusa.

Paggaling ni Dr. Barrows

Si Dr. Barrows na namamahala sa Kagawaran ng pagtuturo ay magaling na sa sakit na kung ilang araw na dinamdám.

Nakita na naging dumalaw sa kaniyang tangapan, bagama't, umalis ding agad sanhi sa munting panghibiná ng katawan.

Ikinaliligaya namin ang kanyang pag-galing agad sa sakit, palibhasa'y siya'y isa sa totoong masigasig sa ikalalaganap at ikasusulong sa mga paaralan dito sa ating bayan.

Isang Entertainment

Ayon sa aming balita'y ang Comité ng "entertainment" na binubuò ng pawang matatalinong Guró na pinangunguluhan ng binibining Consuelo Agrava at ng mga kasamang Annie Corneleus, Benilda Bonus, Pascuala Alzon, Vicente Dias, Lázaro Pormarejo at Vicente Gonzalez, ay pinagsusumakitan nilang makapaghayag ng isang papulong sa ikalawang sabado ika 14 ng Marzong darating.

Nababalitang mga piling Pedagogo ang mangag-sasalitá at sa mga pag itay may mga magaawit na piling binibini.

Mga kasama, ngayon pa'y humandá na tayo sa pagdaló sa nasabing pulong, at maaasahan nating di pangungulogihan ang kaunting pagod na pupuhunanin, bago pang pagtutubuan ng isang cayamanang di mananacaw at di mawawala hangang sa huling sandali.

Isang bagong dating

SI MR. THOMPSON

Ang Ginoong ito'y dumating na nagmula sa Estados Unidos pagkatapos niyang makapagliwaliw doong anim na buang mahigit. Nagbalik siya ritong kasama ng kabiak ng kaniyang puso na isang binibining si Mrs. Thomson, ito'y isa na sa maibilang na magandang Amerikana dito sa kamaynilaan, mabait, matalinó at masipag.

Magmula pa ng ika 9 ng Feb. ay umakop na siya ng dati niyang tunkuling pagka Clerk sa kagawaran ng pagtuturo nitong cuidad ng Maynila, siya'y isa sa mga Amerikanong natututong nagdala't magpasunod ng mabute sa mga gurong Pilipino, isa may walang nakapagsabi ng nalalaban ayon sa kaniyang kaugalian, sa mga pakikisama sa mga guró at mga kaibigan.

Kami nakikiligaya sa kanyang pagdating at naghahandog ng magiliw na bati sa kanilang magasawa tuloy ninasang mamalagi nawa sa mahabang panahon ang matimias nilang pagsasama at pakikisama naman sa mga Gurong Pilipino.

MALAKING PULONG NG KAPISANAN NANG MGA GURO

Nang ika 15 ng buang ito'y nagdaos ng isang malaking pulong ang kapisanan ng mga Gurong Pilipino sa Paaralan sa Meisik ayon sa paghirang ng isang Vice-Presidente at isang Vice-Secretario. Mawiwika naming nagwagi ang Philippine Teacher, Association sa pagkat natapatan nila ang pag-hirang ng mga taong nahihiasan ng katalinohan at kasipagan, na di marunong manghimagal sa ika susulong ng mga mastrong Pilipino na ito'y sila G. Vicente Diaz at G. Infantado.

Sa wakas, si G. Lope K Santos ay nagsalita ukol sa pagtuturo ng wikang sarili sa mga paaralang bayan. Kaniyang tinuligsang isa-isa sa lubus na kaliwanagan ang malaking kapakinabangang tatamuhin ng kapilipinuhan at ito na ma'y dininig ng mga Gurong doo'y nagsidalo ng lubos na kasayahang loob.

Pag - iisang dibdib

Noong ika 2 ng Febrero 1908, may bilang 7:30 ng gabi, ay idinaos ang pag-iisang dibdib ng isang tagalanek ng binata na nagnangalang Emilio Gomes sa isang timtimang binibini na nagnangalang Crisanta Santa Maria na kapwa tubó at laki sa bayang Pagsanghan.

Ang mga kaibigan nila'y nagnanasang magsama sila ng tiwasay at tahimik na parang tunay na iisang katawan at dibdib.

Gayon din lasapin nila ang masarap at matamis na panahon at kahimanawari ay agad magbunga ang kanilang tahimik at tiwasay na pagsasama.

Ang "Panahon"

Mula ng unang araw ng buang ito, ay muli na namang lumabas ang pahayagang "Panahon",

Ngayon ay malusog ang kanyang katawan, wari'y handanghanda sa pakikitalad sa mahirap at masaguting tungkol na pamamahayag.

Hinahangad namin ang pag lawig ng kanyang buhay.

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tempt has been made since then to conquer the Aetas, up to the decadence of Spain in the "Orient".

The Aetas are related with the Afro-Americans in some of their bodily characteristics, such as, in hair and skin. They have low foreheads; flat wide noses, oval faces, prominent abdomens and shin shanks. Their means of living are fishing, hunting with bows and arrows, "Kanana" [knives] and spears; and raising brown rice and tuber plants. They are exceedingly dirty and herpetic, yet some Christians in the barrios near the mountains carry on trade with them. There is a variety among them, the most savage go naked; some wear breech cloth, while others in the semi-civilized state are clad in trousers and shirts. They are lovers of music, and play with dexterity guitar, bamboo violin and flute. Stealing is unknown among them for fear of punishment which is death. They are a very chaste people, and their marriages are for life and indissoluble.

One of their characteristics is proverbial, they are incredulous but they believe in this adage, "Tell me your love by deeds and not by words" i. e., if you have done a kind act to them or given them a piece of cloth, salt, or tobacco; as a consequence thereof they will have faith in you as a "patel" [brother] and stand by you in time of danger and need; because an

act of this kind for them is worth more than a thousand words of kindness.

It is believed, however, that the civilizing away of the homogenous inhabitants around the Aetas has in some respects transformed their manner of living; as evidently seen in their clothing, musical instruments, weapons and the like. The remarkable change speaks against the physical degeneracy of the Aetas dwindling race: while the transition of their survival is likely to overrun rather than underrun; and therefore we may expect that they are bound to develop in some way and their future will be a fruitful one. Nobody knows where they came from; but our reliable tradition says, they are one of the first occupants in the Filipino Archipelago, of heterogynous ancestry and social habits. The old Negritos are dying out, and their little children, knowing little of their past, are taking their steads. Hence this is the most convenient time to gather up a store of original facts about these tribes.

In short, the ethnology, ethnography, and philology of the savage peoples in the Philippines form a study of great and transcendental importance, which confronts the Filipino youth nowadays.

BERNARDO ELAYDA,
Iba Central School.

(To be continued)

The Manila City Teachers' Institute.

By Edgar M. Ledyard,

Head of Department of Science, Manila High School, and Instructor in the Manila City Teachers' Institute.

I have been requested by the Editor of the Filipino Teacher to write an article on the Manila City Teachers' Afternoon Institute, giving my impressions of the present plan of instruction. The writer is well aware that the views herein expressed may not coincide with those of some others, but such would probably be the case if the article were written by any other one of the three hundred people directly, or indirectly, interested in the Institute.

I began teaching in the Tondo Night School four years ago and have been connected with the night school or the afternoon school ever since. Four years ago the day school teachers and the regular night school pupils were taught by the same teachers in the same classes. The day school teachers and the night school pupils were not separated by any clearly drawn lines. If the teachers constituted a class by themselves it was because of their better preparation.

In the school where I taught there was an earnest attempt made, by both the principal and the

teachers, to get good results. The pupils generally showed considerable interest in their work. It is hardly believed, however, that the result were satisfactory to all concerned.

There were several reasons why the best results could not be attained, few of which will be mentioned. It was the general rule for teachers to attend the night school nearest the place where they lived or taught school, and, consequently, the entire body of city teachers could not be assembled at any one point. This prevented very good grading, as enough pupils were put in one class to make sufficient work for one teacher even if the grading was rather loose. Work in a night school is always difficult and is made more so when the minimum number of oil lamps rather than sufficient electric lights are used. In some cases where I taught even some of the lamps in use were extinguished leaving no means of instruction except the "lecture method". There was not at that time a sufficient supply of good, higher texts for all the pupils, and it is doubtful if high

priced books would be furnished for all the pupils in the night schools of Manila under the old system. Many of the women teachers objected to going out in the evening as it is against the customs of the country.

The inclement weather and the inability to get conveyances in the evening kept others away. In some cases the rooms were not sufficiently large for the classes and some disorder and consequent inattention prevailed in spite of the best teachers. All the above mentioned conditions could not be remedied without an entire change in the plan, which was accomplished in 1906 when the present Teachers' Institute was organized. It may be stated that the night school pupils were and are yet taught in night school after the organization of the special school for teachers. The condition in the night schools are much improved as compared with those of some years ago.

The place to hold the afternoon school was very wisely chosen. The Manila High School building is the best arranged, coolest, and most commodious building used for public school purposes in the Philippine Islands. In addition to the decided advantages of the building over any other in the Islands, the school is very centrally located. Street car lines on either side of the school bring pupils from Pasay, Malabon, Pasig, and all parts of the City easily and quickly. The rooms accommodate all of the teachers without crowding and there is a large auditorium which is used for assembling the teachers for addresses or for any other purposes. Concerts are frequently held in the Botanical Gardens, which are within three minutes walk of the school, and teachers frequently go there and spend a pleasant hour after the afternoon session.

When the first afternoon school was organized the work of grading the pupils began at once. Some little dissatisfaction was expressed by some of the teachers, but subsequent work in the classes proved that the grading was well done. It was found that some teachers needed academic instruction while others needed methods. The first year was given over largely, and wisely, to academic work; while in the second year some methods of teaching were introduced. The present plan is to combine instruction with the best methods of teaching. Such work when carried on with practical teachers will be the means of bringing the teaching force of the Manila schools up to a very high standard. This is now rapidly being done.

There are several applications for every position as teacher in the afternoon school and the principal has, therefore, a wide choice.

The teachers are selected for their ability to teach certain subjects and therefore the instruction is quite certain to be as good as in any day-school. All the teachers are regular day school teachers.

During the first year of the school the time taught each day was one and one-half hours; during the second year two hours instruction per day were given; at present one hour and forty minutes are given to the work daily.

An objection might possibly be raised regarding the length of time given to each class [about thirty-one minutes], and another, regarding the lack of time to prepare lessons. In regard to the first it might be said that a thirty-minute period is long enough for teachers who have already done a day's work, and to the second, that teachers will derive a great deal of benefit from even a short period if attention is given during the recitation. Not so much can be accomplished as in the long double periods of the morning day school, but in my classes the results have been very gratifying. The teachers certainly get much better ideas for teaching arithmetic, language, elementary science work and other branches from a study of the higher subjects which logically follow the lower ones.

With the afternoon school, the City offers special inducements to teachers from all parts of the Islands. Many of the pupils in the classes of the writer are graduates of the Philippine Normal School or undergraduates of the Manila High School, or provincial schools who have taken up subjects like zoology, geometry, and second year literature for the first time and so have an opportunity of continuing the work they began in the above named schools. On the part of these pupils, and those of two classes in botany, there is a great deal of interest shown and a real desire to get what may be obtained in the daily work. If any objection is offered to school it will probably be found to exist with teachers with no real student instincts, or those whose hope of advancement is entirely passed.

That it is possible to do the work in the afternoon school is shown by the fact that some teachers not only teach or do principal's work in the morning, attend the afternoon school, but go out in the evening and earn money teaching in the night schools.

As stated at the outset the views of the writer are entirely personal and any one is at liberty to disagree with them in any or all particulars, but it is my sincere opinion that the teachers generally like the Institute for the benefits they derive from it and if it were to be abolished would oppose such action. At any rate if instruction is to be given it is best as at present, given in a systematic way.





The Philippine Teachers' Association



EXECUTIVE BOARD

BANNER

From the four designs presented by the Flag Committee of the Association, the Executive Board approved design number 4. The following is a rough description of the design approved. The banner consists of three colors; red white and blue arranged in the following order: the upper left hand corner of the banner is white, the lower right hand corner is blue and the middle red. On the upper left-hand corner the words "Philippine Teachers' Association" are written. In the center of the banner, is a wreath of laurel encircling an open book in which the words "Union is Strength" can be read. Just above the book and very near it is a twinkling star whose light falls on the open pages, thus enabling anyone to read the motto written thereon. On the book just a little below the motto and also encircled by the wreath of laurel, rest two hands in fraternal clasp. Crossing the book diagonally, and towering all, is the torch of wisdom.

BADGE

It was recently approved that the members of the Executive Board will wear a badge which must differ in some respects from that used by the members of Provincial Committees. The General Treasurer was appointed to look after this matter.

PROVINCIAL MEMBERS

According to a recent decision of the Executive Board provincial members, who have no Provincial Committees in their provinces, and who are adhered to any Provincial Committee or the Committee of Manila, must pay their monthly fees to the General Treasurer of the Executive Board, beginning September 8.

THE CONSTITUTION

The Executive Board is now beginning the arduous task of drafting the Constitution that will be submitted to the General Convention next December. Since this Constitution as amended and approved will be the Constitution of all the Committees of the Archipelago, all Provincial Committees are respectfully requested to send to the Executive Board such suggestions and recommendations which might be favorable to their conditions.

COMMITTEE OF MANILA

FORMAL TAKING POSSESSION

The formal taking possession of the new Board of Directors of the committee of Manila was the motive of a little banquet which was held in the

office of the Association, No. 372 Azcarraga, on Sept. 12. Before the formal taking possession, the annual report of the President was read. The report, consisting of sixteen closely-written pages, covers all the work which has been done by the Philippine Teachers' Association during the Presidential term of 1907-1908. The report gives a very detailed description of all the matters treated. It tells of the praise-worthy work accomplished by the chairmen, chairwomen and members of the several committees of the Interior. It tells of the methods used by the Presidents in order to facilitate the work of the committee of Manila. We regret that owing to its length, we are unable to publish in our Edition so impartial a report. After the reading of the President's report, next came the report of the Secretary, after which the newly elected officers took formal possession of their offices. As was to be expected there were speeches. Every one promised to do all in their power to promote the Association.

We wish them success in their undertakings!!

NEW MEMBERS

We take great pleasure in introducing to our fellow members in Manila and in the provinces

Miss Gaudiosa Patricio

Mr. Floro Tison

Mr. Pedro Lombos

who have recently joined the ranks of the Committee of Manila.

To say that we welcome you with open hearts, would be but to convey to you a vague idea of the feeling we entertain.

THAT LIBRARY!!!

The first 3 volumes of the Report of the Philippine Commission and "An Eagle Flight", [English version of Rizal's Noli Me Tangere) are the books donated by the Executive Board to the Library.

Mr. Hermenegildo Cruz has kindly donated a copy of "Kun Sino Ang Kumatha ng Florante" of which he is the author. The Association thanks him very much for his donation.

The ladies of the Library Committee will appreciate very much any help you may extend to the Library of the Association.



CONSTITUTION AND BY-LAWS OF The Provincial Committee of Bulacan

PREAMBLE

We the Filipino Teachers of Bulacán Province in order to have better understanding of one another, to again mutual help, and to promote our common interest and welfare, do hereby organize an Association and ordain to ourselves to support and obey the following Constitution and By-Laws.

I—NAME

The name of this Association should be known as the Philippine Teachers' Association of Bulacan Province.

II—MEMBERSHIP AND BENEFIT

Sec. 1. Any person, who is actually teaching in the Province of Bulacán either in the public school or in the private school and who is willing to pay a monthly due of thirty centavos (30) can become a member of this Association upon signing an application for membership.

Sec. 2. Any other person can be elected as honorary member of this Association, provided that he is actually working along educational line in this Province.

Sec. 3. (a) The family of a deceased active member shall receive one hundred pesos (P100.00) from the fund of the Association provided that such sum is available in time of death of the deceased member. (b) Any active member of the Association, who has been such member for at least six months, shall, in case he be out of employment for at least two school weeks, because of lack of found in the Municipality where he has been teaching, receive from the Association a certain sum of money at a rate of fifteen pesos (P15.00) per month for, at the longest, a period of one month. (c) Any active member, who on account of sickness be absent from duty for at least a period of five consecutive days, will receive from the Association a benefit at the rate of fifty centavos (0.50 per day as long as he or she is sick.

III—GOVERNMENT

Sec. 1. (a) The power of this Association shall be vested upon one principal governing body having provincial jurisdiction, which should be known as the Provincial Board of Directors.

(b) This Provincial Board of Directors shall be composed of all the Provincial officer.

(c) The Provincial Board of Directors shall have the following powers:

1". To collect monthly dues and other incidental taxes.

2". To adopt and pass resolutions for the whole Province.

3". To approve or reject every Municipal Committee resolution sent to it.

4". To issue circulars and proclamations to every Municipal Committee whenever it deems necessary.

5". To appoint representatives to organize Municipal Committees.

6". To fill vacancies occurring in the Municipal or Provincial offices.

7". To suspend any member or officer who does not comply with his or her duties, provided that is within the Constitution and By-Laws.

8. To temporarily settle all Constitutional and By-Laws question and the trouble arising therefrom until the next general meeting gives the final decision.

9. To do all other things that will be for the common interest and welfare of all the members of the Association.

Sec. 2. [a] This Association shall have branches in the different Municipalities or School Districts of the Province where such can be organized. [b] Each of the Municipal or district branch shall have a local governing body which should be known by the name of Municipal Committee. [c] The Municipal Committee shall be composed of all Municipal officers. [d] The Municipal Committee shall have the power.

1.—To collect local monthly dues and other incidental taxes.

2.—To call on the members of the local Association for holding either regular or special meetings.

3.—To adopt and pass resolution with the other members of the local Association.

[e] The Municipal Committee shall have the following duties:

1.—To make monthly report concerning the condition of the local Association to the Provincial Board of Directors.

2.—To make monthly financial report and send it with to the cash to the Provincial Board of Directors.

3.—To forward to the Provincial Board of Directors all local resolutions, accusational complain, or petition papers of a member or members of the local Association.

OFFICERS AND ELECTIONS

Sec. 1. [a] This Association shall have five Provincial officers, namely, a "President" a "Vice-President" "Secretary", a "Sub-Secretary" and a Treasurer, all of whom shall be elected from one school District which is to be determined by the members of the Association in every general meeting.

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MISSING PAGE

"RIZAL PARADE"

En la procesión cívica, organizada con motivo de conmemorar el VI aniversario del fusilamiento de nuestro gran patriota, Dr. José Rizal, la P. T. A. cooperó con su asistencia. Habiéndose conseguido por tal motivo un premio consistente en una hermosa medalla de bronce.

UN INCIDENTE

Dada la gran rivalidad de candidatos para Vice-Presidente en la penúltima elección, surgió un incidente. El cual incidente consistió en la protesta formulada contra el electo Vice-Presidente, Sr. Vicente Diaz.

Para resolver este "affair", en una junta ordinaria los miembros presentes acordaron nombrar un "tribunal de honor" que decida del asunto incoado.

Las partes litigantes, con el Juez nombrado al efecto, trataron el asunto sesudamente, en pró de sus miembros cuyas cualidades de caballerosidad se han probado.

Es digno de encomonio la conducta de las protestantes que sacrificando el amor propio no vieron más que el porvenir de la asociación.

(Se continuará)

MÁXIMAS

La conciencia es el mejor libro de moral que poseemos, y es el que más debemos consultar.

La Naturaleza nos ha dado dos oídos y una sola lengua para indicarnos que tenemos que escuchar mucho y hablar poco.

No hay alma tan poderosa como la virtud.

No le es permitido al hombre abandonar la vida sin orden de aquel de quien la ha recibido; sería dejar el puesto que le ha sido señalado por el Criador.

Vale más una choza donde reine la alegría que un palacio donde reine la tristeza.

Nada hay más injusto que un ignorante que no encuentra bien hecho sino lo que sale de sus manos.

El hombre desvergonzado no tiene pudor; el audaz carece de respeto y de reflexión, y el atrevido no tiene temor.

Acuérdate de que todos somos mortales.

El tiempo pone de manifiesto la verdad; muchas veces se la encuentra cuando menos se la busca.

Dos excesos pierden al hombre: el hablar y el gozar demasiado.

Perdona al injusto y al insensato.

La economía es hija del orden y de la asiduidad.

DOMINES ET CATETOS

VIAJERO PRACTICO

—Tráceme Vd. —señalando el mapa— el itinerario que seguiría para ir a America.

—Ante todo me iría a Manila.

—¿Y después?

—Me embarcaría tranquilo, confiando en el capitán del buque, que indudablemente conoce el camino mucho mejor que yo.

EXAMEN DE LITERATURA

—¿Cuántas clases hay de poesía?

—Tres: poesía lírica, poesía dramática y poesía....

El alumno vacila, y el profesor le dice para ayudarle:

—Poesía épica....

—¡Ah, eh!; poesía epidémica.

UN DATO IMPORTANTISIMO

Hubo en cierta ocasión un profesor que se las daba de listo. Una vez ocurrió el siguiente diálogo?

El profesor. —¿Quién de Vds. monta en bicicleta?

Un alumno. —Servidor.

El profesor. —¿Cuanto recorre Vd. por hora?

El alumno. —Diez y siete kilómetros en camino llano.

El profesor. —Muy bien ¿Cuanto tardaría usted para llegar a la luna en bicicleta? La luna está a trescientos ochenta y cuatro mil kilómetros de la tierra.

El alumno. —Para contestar, me falta un dato.

El profesor. —¿Cual?

El alumno. —Saber el estado de los caminos.

¡QUE ENGAÑADO ESTA USTED!

—¿Qué tienes, hijo mío, que estas tan triste?

—¿Qué quiere usted que tenga, papá?

Que el maestro continuamente me está reprendiendo.

—Tal vez, por que lo merezcas.

—No, papá; me trata así porque no le contesto a su gusto; figúrate que hoy me ha preguntado cuantos dioses hay.

Y tú le contestarías que uno.

—No, señor, ¡que engañado está usted! Le he contestado que hay siete, y no quedó conforme, ¡qué tal si le digo que hay uno.

SECCION DE NOTICIAS.



El Banquete de los Maestros Filipinos

Aprovechando un día de asueto, el 12 de los corrientes los maestros filipinos, reuniéronse en paternal banquete en la casa N°. 362 cita en la calle Azcárraga para conmemorar el octavo aniversario de la fundación de la "Philippine Teachers' Association" y la toma de posesión de la nueva Junta Directiva.

Verificada la toma de posesión, la Vice Presidenta del comité provincial de Manila, Miss Adela Silva, leyó un sentido discurso. En ausencia del Presidente, el Sr. Díaz leyó el report anual de los trabajos realizados por esta pujante Asociación.

Actuando de toastmaster, el Sr. Díaz fué presentando uno por uno á los Sres. Manotok, Juliano, Faustino, Ligot, Villa, Gatmaitan y G. Santos que pronunciaron discursos alusivos á la Asociación, que fueron aplaudidos por la concurrencia.

A las doce en punto sirvió una opípara comida en la que reunieron la animación y la alegría.

Terminada esta y hecha ya la digestion, á los acordes de una afinada orquesta, los *teachers* honraron á la diosa Terpsicore, sucediéndose "valeses," "two-steps" y "rigodones."

En resumen con este banquete los maestros filipinos han ceñido otra nueva corona de gloria las sienes de la ya floreciente "Philippine Teachers Association."

¿Qué pasa en López?

Hemos recibido información de buena fuente de que se ha ordenado la clausura de las escuelas de López [Tayabas] desde el 24 del presente. Cualquiera que sean los motivos que han dado lugar esta decisión son contraproducentes.

¿Se necesitaría el Consejo Municipal de dicho pueblo, la linterna de Diógenes para comprender que son y serán responsables ante la humanidad por su negligencia?

Procuraremos adquirir más detalles sobre el particular.

Los pensionados del gobierno

Después de terminados sus estudios en los diferentes colegios, Institutos y Universidades de los Estados Unidos, han llegado hace poco á esta capital los siguientes pensionados del gobierno:

Comarico Agkawili, ingeniero civil, graduado en la Cornell University; Silverio Apostol, graduado en agricultura en la Pardue University; Lino Arreza, graduado en la State Normal, Illinois; Apolinario Baltazar, Ingeniero civil, graduado en la Cornell University; Carlos Barretto, arquitecto, graduado en el Instituto Drexel, Pensylvania; Victoriano Borja, graduado en agricultura por la Universidad de Wisconsin; Arsenio Formoso, Ingeniero mecánico, por la Pardue University; Vicente Fragante, Ingeniero civil por la Universidad de Wisconsin, Angel Guerrero, Ingeniero civil por la Universidad de Illinois, Ludovico Hidrosolio, graduado por la State Agriculture College de Michigan; Pacífico Laygo, graduado en medicina por la Universidad de Pensylvania; Vicente Manalo, graduado en agricultura é ingeniería mecánica, por el Colegio de Agricultura de Kansas; Ildelfonso Patdu, graduado por la Pardue University; Fabian de la Paz, graduado en la State Normal de Illinois; Emilio Kisumbing, Ingeniero civil, por la Cornell University; Zacarias Rocha, por la State Normal, Illinois; Mateo Roco, Ingeniero civil por la Cornell University; Antonio Sison, graduado en medicina por la Universidad de Pensylvania; Cirilo Torre Franca, graduado por la State Normal de Illinois; Felix Valencia, graduado en Ingeniería por la Pardue University; y Ambrosio Magsaysay Ingeniero civil por la Cornell University.

Todos estos estuvieron en las oficinas del Servicio civil en solicitud de algunas semanas de vacaciones. Tan pronto como estas terminen comenzarán á prestar sus servicios en las distintas oficinas del Gobierno, al que serán destinados.

Asamblea de profesores

El próximo domingo, 20 del presente mes, á las 9 de su mañana, en los amplios salones del Instituto Burgos (calle Enrile, Santa Cruz) tendrá lugar la Asamblea de profesores privados convocada por el Comité organizador de la misma, para tratar asuntos de vital interés para el profesorado filipino.

Nuestro Administrador

Por renuncia del compañero, Sr. Emilio Pestaño, ha sido nombrado por la Junta Ejecutiva de la P. T. A. el Sr. Anastasio Quijano para administrador de esta revista desde el 1.º del mes próximo venidero.

Ya lo saben pues nuestros favorecedores.

The Filipino Teacher

PAHAYAGANG BUANAN

Taga-pamansag ng "THE PHILIPPINE TEACHERS' ASSOCIATION"

Taga-pamahala: Eduardo Guason.

Tagapangasiwa—E. PESTAÑO.

PASULATAN AT PAGASIWAAN, ALIX 102 SAMPALOC

Lalagyan sa Correo, blg. 1090, Maynila. K. P.

10 bilang isang taon

HALAGA NG PAGPAPADALA

Sa Maynila ₱ 2.00

— isang taon —

Sa Lalawigan.

₱ 2.00

Isang salin.

₱ 0.25

Kailangan ang tulong ng mga Guro

[Talastás ng] madlá na ang sakít na kolera isá sa mga pinakamabagsík na lumilipol sa sang-kataúhan, ay namamalagí at waring ang lupang Pilipinas ang hinírang na maging hásihan ng kanyang samá.

Libo-libong búhay ang napitás ng punló sa parang ng pagbabaká; mulá ng 1902 hangang ngayon ay libo-libo ring búhay ang iní-utás ng matalas na tabák ni Kolera, na walang patá-patáwad kahit babaye ó lalaki, matandá at batá, marunong at mangmang,, mayáman at mahírap. Sa nangyayaring ito'y na sa paglíft, ang bilang nating mga Pilipino at hindi namán tayo kakapal kailan má't dí masusugpó ang samáng itong nagiging kadáhilanan.

Ang pinúpuhunang págmamasákit ng ating pamahalaán at ang inalálaang salapí sa ikapuputol ng sakít na ito'y di kakaunting balagá nguni't kun bakít ang sálot na ito'y tila mandin nagbibiró at pináglalaruan ang karunuñgan at salaping nagtutulong ng pagbabaká sa kanyá. Mawiwikang nagbibiró, palibhasa'y, sisipot, sa isáng lalawigan at matápos na makapagsabog dito ng walang bilang sa kasawián ay lilipat namán sa iba. Ganito ang nangyayari sa mga taóng na karáran, kaya't walang pagitang panáhong di may nasasawi.

Ang dinádanas na ito ng ating bayan ay di dapat ipagtiklíp ng mga bisig at ipágwalang báhalá náting mga Pilipino, lalung-lalu na ang mga guró. Karamihan sa ating mga kababayang may maikling isipan, ang mga sakunáng duma-

dapó sa Pilipinas na umu-ubos magín sa tao hayop at pananim, ay di natatalos ang mga dahílán at pinagmumulán, kaya't binabalangkas na lamang sa mahihiná nilang háká, na ang lahát ay talagá at hampás ni Bathala. Ito ang mga katwirang pinanánangnan ng marámi, katwirang nagiging sagabál, tuloy nakasansalá sa matuling lakad ng mabubuting kapará-anan. Ilán na sa mga kababayan natin ang naniniwalá sa Microbio? marahil sa isáng daán ay sampú at sa bilang na ito'y hinde pa maáshang nagsisitupad na lahat sa mga ipináguutos ng ihiene, sa mga bagaybagay na kailangang singkapín ng bawat isa, upang huág kapítan ng mikrobio, puno't dahílán ng hálos lahát ng mga mababagsik, masasama, nakakahawa, at paligtasing mga sakít. Ang di nga pagkakilala at ang ka-bagalang mapahinuhud ang karamihan sa ilálim ng bagong paniniwala, na nasasalig sa mga natutuklas ng karunuñgan, at talikdan yaóng "ito ang kinagisnán ó kinamulatan namin", katwirans pinagbabatayan lalunglalu na ng mga ubanin, ay siyang sa akala nami'y nagbibigay landág sa paglaganap at paglagu ng mga kasawián sa ating lupaín.

Kaya nga tayong mga gurong walang kinkaharáp sa araw-araw kundi mga kabátaan; kabataáng may mga bagong isipan, paghahaka, katwiran, adhika, kilos at tumpahin, ay siyang higit kay sa ibang narapat umaral sa kanila ng mga wastong paraín sa ating panim-

muhay na ipinaguutos ng ihiene at lubha pa pa ang pagpapatalastás at pagpapaganáp na mahigpit sa mga bagay-bagay na násasaad sa "Cholera circular No 1." pagka't ito'y ipinamamahagi sa lahat ng mga klase. Dapwa't luag tayong magkasiyá sa pagturó ng mga kahilagahan ipinagbibilen sa na sabing "Circular" na lamang. Kailaingan ang isagawá, ang lahat. Matamang masdán na ang bawat bata'y gumaganáp. Hinde dapat ipagalinglaingan, na ang mga ito'y makakasalungat ng kanilang mga magulang, dahilán sa binangit namin sa itaás na di nakikinig, gaya ng pagpapakuló ng tubig na inomín, kahit sila'y pinipisánan na. Nguni't hindi sapát ito na magin hadlang sa ating ikasusulong, pagka't ang pagasa ay na sa batá at di sa matandá, yaon ang magpapalíno at hihikayat, dito sa nalalabúan at may kuliróng katwiran. Takót na takót sa Kolera datapwa't ayaw magbahanda ng makakalasag sa pakikihamok kung dumating ang kawan ng mikrobio.

Kaya nga mga guró ialay ang inyong tulong sa pinaglilinkuran kahapishapis na bayan.



HANDOG SA KABATAANG PILIPINO

SALAMIN NG KATOTOHANAN

Kaylan mang panahon ay di mapaparis ngayon ang sabisabihan ng marami.

Ngayon, ang bawat kilos ng kabataan ay nagsasaad ng isang pagasang humabawi sa balat-kayong sapot ng kaliwanagan.

Ang kabataan nga ay tandang nagpapatunay pa sa ngayon, ayon sa mga katutubong damdamin nila, ng pag-aang ibinibitin sa pag-asam ng sanghayanang pilipino. Saksi nito ang di mabilang na mga Samahan o kapisanan sa iba't ibang nayon ng alin mang bayan ay p-wang nagmimiti saika susulong at ikadunlad ng bayang unang kinakitaan ng liwanag.

Ang mga samahang iyan—maulit ko—na tinatangkilik ng damdaming ganap na binata, kasalukuyang nagpupunla sa matabang lupa ng Pilipinas ng Karunungan ganap at katutubó sa bayang bihasa sa sanginukob.

Nawa'y huwag ding mangalay ang mga bisig ng mga kabataang filipino, at kahimanawari'y huwag din silang mabalakid sa maaliwalas na landas ng matwid at katotohanan, pagkat sila ang di maipagkakait na manunubós at mga bayani ng ating bagong-araw.

Sulong sa ikabunbun, sulong sa kabayanihan at

huwag matirá sa mga pag-aalinlangan pagkat katotohanang, "Kayó ang pag-asa ng inyong bayan."

Dapwa, salamat sa pagpupunyagi at pagaabala ng masigasig nilang pagsusumakit at ngayo'y nakikita na ang tunay na salamin ng katotohanan, katotohanang dapat ipagbunyi at igalang naman ng ibang bansang tanyag at bihasa.

Igalang ang katotohanan, pagkat ang likas ng kabataang pilipino ay isa pang tandá ng kasalukuyang panahón.

A. LEUGIM.



ANG MGA DIIN AT TULDÍK SA MGA SALITAG TAGALOG

"SALAYSAY NI G. LOPE K. SANTOS."

"Karugtóg"

Matutunhan ang mga halimbaw sa kalangkáp na isang halaw na talaan ng mga tinutukoy kong salita.

Bukód sa mga naitalá ko, ay marami pa ang mga salita nating hindi man baguhan ng diin at tuldík ay nakapagtataglay ng tatlo at hanggang apat na kahu. lugang tunay ka magiiba.

Ngayón namán. Bawa't isang ugát sa tagalog ay napaanak natin ng limá, sampú at hangang limangpung "berbo" [pagka't may mga limangpung mahigít pa ang mga panglapi ó "particula" nating pangberbo]; ng dalawá, apat at hangang sampung "sustantibo" [sa pagkát may mga sampú ang panglapi nating pangsustantibo], at ng dalawá rin, apat at hangang sampung "adhetibo" [sapag' at' may mga sampú rin at higit pa ang panglapi nating pang-adhetibo]. Huwág ko nang isali rito ang mga nangyayari pa sa ibang bahay ng pangungusap ó "partes de la oración".

Sa mga salitang-anák ó hangóng iyan, hindi ba't nakikita nating madalas na ang diin ng mga pananalit ay napapuna at napapahuli ó napapagitná; napapaurong at napapasulong, lumalawig ó bumibigla? Ang ganitong mga pagkakalipat-lipat at pagkakapalit-palit, hindi ba't ipinagkakaroón na natin ng bago at bagong ibig-sabihin sa mga salitang-ugát na pinaanak ó pinaghanggan?

May langkáp din akó ritong isang dahon-dagdag na kinatatalaan ng mga sari-saring kabaguhang ginagawa ng mga partikulang pangberbo, pangsustantibo at pang-adhetibo sa isang salitanganák. At sa talang násabi ay matutunhang marami ang mga hindi nagbabawas ni nagdaragdág ng titik, ni nagbabago ng anyó, maliban sa pagkakalipat ng diin ó pagkakapalit ng tuldík, na siya samang ipinag-iiba ng katuturan.

Sa taya ko, mahigít sa kalahati ng mga salitanghangó na ó pinaglapi ang nakapagtataglay ng higit sa dalawang-kabulugan sa pamamag-itan ng "acento".

Anopá't kung sa itaás ay hinakà nating sa dalawampung libong salitang-ugat ay mga limang libo pa ang ugat ding nairaragdág ng pag-iibá ng diin at mga tuldik sa bilang ng mga salilá namang hangò na at pinaglamlá ay may maipúpunò pa tayong ibayo ó makáitlo't makáipat na bilang ng mga salitang magbabágo ng kahulugán dahil sa "acento" rin.

Sa bagay na ito'y maikákait pa kayá natin ang lakí ng kápararakan ng mga diin at tuldik sa wikang tagalog? Hindi pa kaya natin mawaring lahat ang pagkakailangang sa pagbibigkás at pagsulat ay gumamit tayo ng boóng pag-iingat upáng, hindi magkálisya-lisya sa pagpapakahulugán sa mga salitá? Hindi pa kaya natin máisipan ang pagkakáisi sa pagpapáp ng mga pánuntunan sukat itadbaná at pagtibayin nitong Samahán ng mga Mananagalog yamang hangá ngayó'y hindi mangagkamayaw tayo sa, pagkakani-kanyahang pagsulát?

Sagót na patanò, katúgunan pa-òo ang sa inyong lahat ay aking inaasahan.

LOPE K. SANTOS.

(Itutuloy)

ISANG PAGDIRIWANG

Isang malsgayang pagdiriwang ag idinaos ng mga Gurog Pilipino sa kanilang bahay-kapisanan sa daang Azcarraga bl. 62 sanhi sa ikapito ng tao ng buhay ng nabangit na kapisanan, kalakip sa pagdiriwang na ito ag pag ukop ng mga bagong manunungkol na nahalal ayon sa mga paghirang na ginanap ng buang nagdaan.

Katamtamang dami ng mga Gurong nagsidaló kaya't minarapat ng pamahalaang ilipat sa bahay ng magandang loob na magkapatid na binibining Gandiosa at Roman Patricio upang doon ganapin ang pagdiriwang.

Sinimulan ang pulong ng ika 11 ng umaga, na pinanguluhan ni G. Vicente Diaz, Pangalawang Pangulo ng Kapisanan, sanhi sa malaking kapinsalaan ng Pangulong si G. Leoncio R. Gonzalez.

Pagkatapos mabuksan ni G. Diaz ang pagpupulong, ay binasa nitò ang isang mahabá at mahalagang talumpating sinulat ng Pangulo ng Kapisanang si Ginong Leoncio R. Gonzalez, na kinapapalamnan ng mga balabalaking bagay na kaniyang namalas na tumutukoy sa lakad ng samahan at sa inanyò ng mga kasapi sa loob ng isang taong kaniyang iniukop ng pagka Pangulo. Ang talumpating ito'y naglarawan ng mahahalagang bagay na lakad ng panahon na di dapat himutin ng nakinig.

Isinunod na binasa ni G. Doroteo de Leon, Kalihim ng Kapisanan ang report ng mga nagawá ng Kapisanang ito sa loob din ng taong nagdaan at tuloy binasa rin ang isang katibayang kinapapalamnan ng pagkakahalal sa mga bagong manunungkol sa Kapisanan.

Pagkatapos ng Kalihim ay nagsi upò sa kanikani-lang likmuan ang mga bagong halál maliban kay G. Leoncio R. Gonzalez muling nahalal sa pagkapangulo. Kaya ngat ang nagpatuloy na mangulo sa pulong ay ang magiting matalino at magandang Bb. Adela Silva, pangalawang-pangulo ng nahalal sa Kapisanan, at pinasalubungan ng di magkamayaw na palakpakan.

Marami ang nagtalumpati sa wigang inglis, kastila at wikang sarili, na pawang nagtamó ng palakpak lalo na ang talumpati ng Bb. Adela Silva na sumambit at nagpatunay ng kanyang pagkamagiting at malaking pananalig sa kadakilaan ng samahan ng mga gurong pilipino.

Pagkatapos ng mga talumpatia'y nagtuloy ang lahat sa isang masaganang pananghalian, handog ng mga kasapi ng "Philippine Teachers' Association" na pinamahalaan ng mga di marunong mapagod na magkapatid na Gandiosa at Roman Patricio, at habang nagkakaina'y sinasaliwan namán ng tunog ag "kubiertos" ng kaligaligayang tinig ng isang orkesta...

Mag ika 5 ng bahon ng malutás ang pagkakati-pong ito na sa sandaling yaoy nababadhá sa mga masayang mukhá ng mga kaanib ang di maulatang galik at pagtitinginang tunay na kapatid at tunay na pagkakaisa ng damdamin at sa wakás ang di matapos-tapos na Godbye ang namutawi sa bibig ng bawa't isa.

Isang paglalakbay sa San Pablo, Laguna

Sa Central School sa bayan ng San Pablo ay apat ang nagtuturò. G. E. Ikarangal principal at ang mga kasamahang, G. An. Janson, Bb. Vic. E. Alimario at Pilar Fernandez. Sa buong pagkakatawá nila sa pagkakapisanpisan sa nasabing paaralan ay pinagkaisahan magdaos ng isang kasayahan bilang pagpaparangal sa pagdatál ng di malilimutang 13 ng Agosto, araw na kaligaligaya sa sinomang nagtuturò at nag-aaral.

Sa ikatutuloy ng kanilang balak ay pinangatawanan nina G. Ikarangal, Janson at ng Bb. Almarino ang ieagawá ang lahat. Kaya't ng ika 11 ng nasabing buán, matapos makaganap sa kanilang tungkulin ay di nanghinayang na maggugol pa ng 40 minutos na ititigil sa paaralan upang mapag-usapan ang mga panukalang ikáaayos ng gagawing pagdiriwang. Pinagkaisahan ngá na pagsamásamahing lahat ang mga bata sa kanilang mga klase, anyayahan ang mga nasa Intermediate at samahan nilang tatlo sa paglalakbay sa dagat ng Bunól, nayon ng Sta. Isabel, poók na pagdadausan ng kasayahan.

Kinabukasan kanilang inanyayahan ag mga nagsisipag-aral sa Intermediate na dumaló sa pulong ikádaos sa Central. Ang mga nagsisipasok sa nauna ay di nagkulang at gayon din ang mga nanasok at nag-

tuturô sa huli liban kay Bb. Fernandez, sa pulong hangang iká 12 nang tanghali.

Pinágkaisahan sa pulong ang paglakbayin ang nasambit nang poók sa itaás, at magdadala ng isang ginayakang bandilá, músika, pagkain at paányayahan ang ibang mga binibini't binatang di kasamahán sa mga paaralan. Di nag-idláp at sa matuling takbo ng panahon ay dumatng ang araw na pinakáasamasam ng lahat. Kaya nga ng iká 6:30 ng Huebes ng umaga, lahat ay nagkatipon sa Central School, pook na pinagusapan pagmumulan ng lakaran. Sa oras na taning at ng wala ng kulan, sabáy sabáy na nagsilakad tungo sa napiling paroroonan sa ganiton ayos. Nanngunguna ang bandilá na ináakbayan ng maraming batá, sunód, naman ang bungkos ng mga kasalukuyang búko at kawan ng maliliit na paró paró at sa hulihan ang mga langkay ng kabinibinihan at kabinataan, kasabay ng mga nangungulong tatlong mga guró.

Tangng naging ilaw sa gayong lakarán ay ang mga Bb. Eustakia Violan, Pelagia Alimario, Fidela Gonzalez, Maria Alimario, Petra Tule, Maria at Esperanza Bamayo, Asunción at Ursula Violan, Hospicia Belen, Rosario Ramos, Pacita Urrieta, at iba't iba pa. At ang mga nakipagsayá naman ay ang mga binatang Melchor Ilagan, Eugenio Manghirán, Victorino Bautista, Calixto Lustro, Benito Alcántara, Lucio Robles, Isabelo Enbinag, Iñigo A. Enbinag J. J. Brion, Elías Agirre, Pedro Aleso, F. Paguimban, Francisco Gaviño, Pablo Jicson, Francisco Derama, Marcos Emulino atbp.

Paglabas ng bayan minulán na ang tugtugan kantahan at táwanan. Dahilán sa kapaguran nagpahinga muna silá sa isang niyugang malapit sa dagat at malinis namán. Sa pagkawili sa gitná ng katúwaan, idinaos ang isang rigodón sa damuhan at maririkit na kantahan. Mayamaya'y nagsitugó na sa dagat at doon nama'y, hiyawan, kantahan at tugtugan din. Nagsiupô sa dahon ng niyóg at masayang nagsalosalo ng tanghalan na umabot sa ika 1 ng hapon.

Sa kagándahan loób ng maganak na Eustakia ang lahat ay inanyayahan sa kanilang bahay na may kalakihan. Lumípat na lahat doon sa pamamahala ng tatlong teachers at nagsayawan hangang hápon. Sa pagitan ng sayawan, umawit sina G. Ilagan Bb. Taking ng isang marikit at nakabahalinang dalit.

Hápon ika 4, samasamang nagsitungo sa bayan at túloy na lahat sa Luneta at doo'y nagsalitá ang mga G. Lucio at Jonson, at pagkatapus ay naghiwáhiwaláy na.

Ang sayá sa ganitong panahón sa mga kabataan! Lumáwig nawá sa ganito ang pagkakaisá ng mga kababataáng San Pablo,

ISANG DALAGA.

Isang Paliwanag

Upang mabáwi ang maling paghahaká, lumitao ang liwanag at ng di madiliman ang mga nalalabuan tungkol sa kalagayan ng páhayagán ito, ay malugod naming ibabalitá sa mga giliw na mambabasá ang mga sumusunod:—Na sa pulong na idinaos ng mga guróng nagtatag at naggugol sa pagpapalabás ng THE FILIPINO TEACHER, noóng ika 5 ng Septiyembre, ay pinágkaisahan ipagkaloob sa Philippine Teachers' Association ang páhayagáng itó, at ang pagbibitiw sa lahat ng karapatan kanilang pinanghahawakan.

Ang kapuripuring pagkakaloob sa kapisanán ng páhayagán ito'y mahuhulóng malinaw ng sino man, na ang mga naghirap sa pagpapanānak ng "The Eilipino Teacher", ay walang ibang hangad kundi ang kabutihán ng lahat at di ng sarili lamang; kayá nga't ng mamalas nilá ang matúling pagunlad na sa madaling panahón ay magbubunga ng isang pagasa ay karakarakay inihablin sa kamáy ng kapisanan ang sa kanya'y pagaarugá, upang din lahat ay makátikim ng kanyang ibubunga.

Sa landás na ito'y, antay naming yaong mga kasamaháng natutumpik-tumpik ang loób sa pagpapasulat sa pahayagang itó, pagkat wika nila'y mahuhulog lamang sa bulsá ng filan ang kanilang ibabayad na ₱2.00 (gayón wala namang napapakinabang) ang kanilang túlong, yamang ang makikitang tubó ay mapapasok sa kabán ng samahan.

PALATHALA

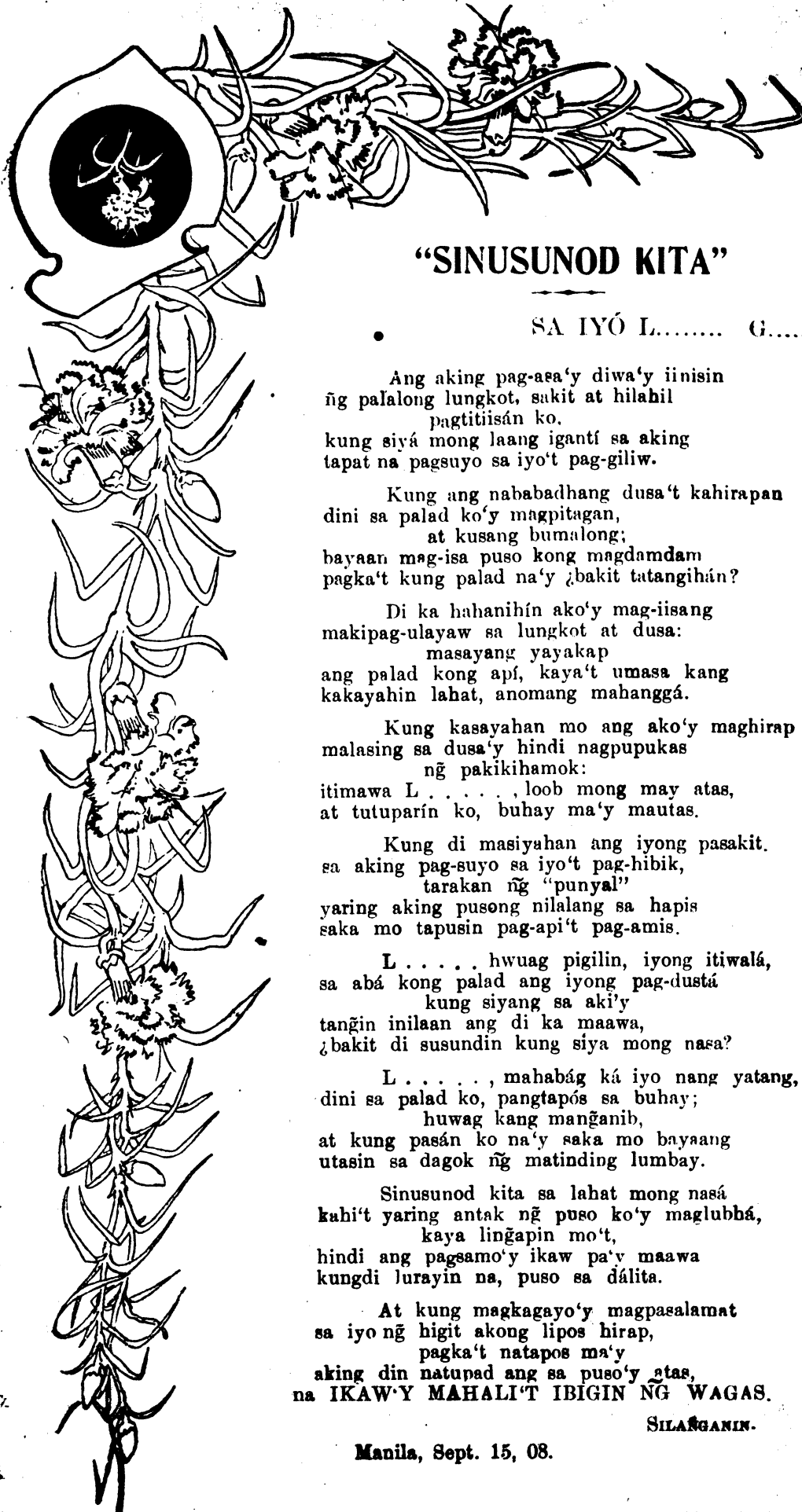
GANTING PALA SA ISANG BAGONG NA SILANG NA MAKABAYANG SA BAYANG, LUMBANG, LAGUNA.

Marangal kong ipinau-unawá sa mga taga pagturó sa páraláng bayan, na ang bayang Lumbang ay sinibulán ng isáng punong may malasakit at pagtingin sa ikagagalíng at ikásusulong ng kanyang kápwa; na ito'y marangal kong ipinakikilála sa madla na si G. Andres Galema, Presidēte sa nasabing bayan.

Siya'y pinapawisan ng di karániwan at nagpapagod ng di hámak lamang, sa pagpapadalá ng mga batá sa páraláng bayan, na ito'y siyáng ipinagpilit niyaring sarile upáng maitumbás namán sa kayang malaking kupágalan. Kayá mga taga pagturó sa páraláng bayan, kayo'y lumikha ng púnong kapáris nito; at lumáwig nawá siyá sa kanyang mahalagáng tungkulin, lamang ay baká ito'y hindi niyá papánatilihin, kaya kahimanuari ay, huág magkupas ang ganitong págmamálasakit.

Mabuhay ang may pusong Tagalog at may pagtingin sa Inang Bayan.

RAMON GUEVARA.
(Principal Teacher) sa Lumbang.



"SINUSUNOD KITA"

SA IYÓ L..... G.....

Ang aking pag-asa'y diwa'y iinisin
 ng palalong lungkot, sakit at hilahil
 pagtitiisán ko.
 kung siyá mong laang iganti sa aking
 tapat na pagsuyo sa iyo't pag-giliw.

Kung ang nababadhang dusa't kahirapan
 dini sa palad ko'y magpitagan,
 at kusang bumalong;
 bayaan mag-isa puso kong magdamdam
 pagka't kung palad na'y bakit tatangihán?

Di ka hahanihin ako'y mag-iisang
 makipag-ulayaw sa lungkot at dusa:
 masayang yayakap
 ang palad kong api, kaya't umasa kang
 kakayahin lahat, anomang mahanggá.

Kung kasayahan mo ang ako'y maghirap
 malasing sa dusa'y hindi nagpupukas
 ng pakikihamok:
 itimawa L, loob mong may atas,
 at tutuparin ko, buhay ma'y mautas.

Kung di masiyahan ang iyong pasakit.
 sa aking pag-suyo sa iyo't pag-hibik,
 tarakan ng "punyal"
 yaring aking pusong nilalang sa hapis
 saka mo tapusin pag-api't pag-amis.

L huwag pigilin, iyong itiwala,
 sa abá kong palad ang iyong pag-dusta
 kung siyang sa aki'y
 tangin inilaan ang di ka maawa,
 bakit di susundin kung siya mong nasa?

L, mahabág ka iyo nang yatang,
 dini sa palad ko, pangtapós sa buhay;
 huwag kang manganib,
 at kung pasán ko na'y saka mo bayaang
 utasin sa dagok ng matinding lumbay.

Sinusunod kita sa lahat mong nasá
 kahi't yaring antak ng puso ko'y maglubbá,
 kaya lingapin mo't,
 hindi ang pagsamo'y ikaw pa'y maawa
 kungdi lurayin na, puso sa dalita.

At kung magkagayo'y magpasalamat
 sa iyo ng higit akong lipos hirap,
 pagka't natapos ma'y
 aking din natupad ang sa puso'y atas,
 na IKAW'Y MAHALI'T IBIGIN NG WAGAS.

SILANGANIN.

Manila, Sept. 15, 08.

Ang Panayam ng Kgg. na Mac. Adriatico

AT
Rafael Palma

Centro Escolar

Dahil sa ilang kapinsalaan ay di natupad ang pagpapasi. mula sa oras na natatakda sa Palatuntunan. Kayat mag iika 6:30 na ng pasimulan.

Ang salon bago mat maliit, ay nagagayakan ng lalong maringal na palamuti na nakaaakay sa tingin.

Sa gitna ng maalingawngaw na bulungan ng mga mat ikinig na hinata at ng di magkamayaw na pagsasalimbayan ng mga tinging may kahulugan; ay siyang pagtindig ng Kalihim ng paaralan, si Bb. Maria Francisco, upang ipatalastas sa madla na ang veladuy pasisimulan.

Unang hinangaan ng lahat ang pagka matalinong pianista ni Bb. Encarnacion Lizares. Tinugtog niya ng boong linis ang "Polaises". At dahil sa kalinisan, ay tumanggap siya ng di masayod na papuri.

Isumunod dito'y ang panayam ng Kinatawan sa Mindoro, tungkol sa "Educación literaria de la mujer filipina".

Ginamitan ng conferenciante ng malinam na hiyas ang pananalita at binalot ng lalong matatamis na pagpuri ang babaeng pilipina, ugunit sa likod nito'y ipinakilala ng boong pagtatapat (kahit masaklap sa mga feminista) ang di niya pagsangayon sa kasalukuyang kilos ng mga babae, na mapantay sa lalaki; o sa biglang sabi'y kalaban siya ng mga Apostoles na nagbabansag na, ang babae ay dapat lumaho at makilahok sa lahat ng karunungan naabot ng lalaki. At kaya ganito'y natatakot siya na maparam ang kahinhinang taglay ng babaeng pilipina na siyang pinakamataas na uri na maipagmamalaki sa lahat ng lahi sa sainsinukob.

May katwiran kayá ó walá si G. Adriatico?

Saka na kami magkasalita sa bagay na ito.

"Mary at Lily" tugtugin sa mandolina, violin at piano na ginanap ng boong kasiyahan loob ng mga nakikinig. Dito'y ipinamalas ang katalinuhan ng mga BB. E. Jayme, T. Lizares, M. Ismael, L. Manas at ng profesor Buencamino sa arte ng musica.

Panayam ng Kgg. na Comisionado Palma tungkol sa "Se americaniza la mujer filipina"?

Maliwanag ang pagkakahanay ng kanyang mga pagkukuro. Inisaisang sinambit ang mga palakad na ginagamit ng pagpapaturo ng mga magulang sa anak na babae noong una;

Dadil sa pagbabago ng pananón, ay nabago namán ang palakad na ito.

Kaya ngayón anyay may roón na tayong isang abogado at dalawang farmaceutica, at di malayong sa mga hinaharap ay mag kakaroon pa tayo ng mga babaeng may taglay na iba't ibang karunungan. Iyan anyá ang bunga ng bagong panahón.

Ang kalayaang kasalukuyang tinamasa ng ating mga babae ay di dapat gamitin ng boong kapabayaan hangang sa magiging libos na laya at panginoon ng kanyang mahiligan. Pagkat ito'y pagbubunga ng kasigalutan sa walang kadungisdungis na ating pamamahay. At kung ito ang magiging hanga ng kalayaan ng babae, ay hangad ko pa anyá ang sila'y manatile sa gayá ng ating kinagisanan.

Ano'y nagsasalawhan din ang ating Comisionado sa napaka taling takbo ng feminismo sa Pilipinas.

Bilang pangwakas ay kinanta ng nagsisipagagal ang Himno, "A la juventud filipina" na sinulat ng ating Bayani at li-
mapatay ng tugtugin ng profesor Buencamino.

At pagkatapos ay ang malugod na anyaya ng mga guro at nagsisipagagal sa panatirang-ahaw.

Binabati namin ang mga guro sa Centro Escolar sa kanilang muling pananagumpay.

ALINOLIO.

Octubre 3, 1908.



MGA BALITA

Ang kasamahán at kaibigang G. G. Robles, nagtuturo sa paaralang bayan ng Pandakan ay napalipat sa Farmacia Municipal mula pa ng ika 10 ng kasalukuyan. Si G. Robles ay nakatampas sa isang pagsusulit na idinaos sa Servicio Civil at dahil dito'y karakarakat'y inibis sa kanyang balikat ang napakabigat na tungkol na pagtuturo.

Hagad naming siya'y mapawasto at mapasulong sa kanyang bagong gawain.

* * *

Ang principal sa paaralan ng Peña Francia, na si G. A. Francisco ay kasalukuyang na sa hospital ng Mary Johnson at nagpapalakas, dahilán sa sakit na umiiral na dumapo sa kanya.

Aming ninanais ang kanyang paggaling.

* * *

Ang asám ng bayang Maynila sa pagtanggap sa mga sa sakyang-pangdigma ng mga amerikano, ay unti-unting kumu-kupas na, dahilán sa pagdatál nilá ng biyernes ng hápon; ika 4 ng lumalakad. Labing-anim na pangbatong akorasado ang kasalukuyang pigin ng wawa ng Maynila, at ang mga ito'y na sailalim ng pamamahala ng Almirante Sperry.

Ngunit kay samang pagkakataón, ang mga marino ay di makalunsad sa lupa dahilán sa kolera. Datapua't sila'y mag-sisibalki uli dito sa Nobiyembre, at marahil, kung masugpo na, ang sakit sila'y makakaahon din.

Samantaláy sila'y binahandugan namin ng isang maligayang pagdating.

* * *

Ayon sa isang balita, ang mga nag aaral sa High School sa Lingayen ay nagsi-aklas noong ika 18 ng buwan nakaraan, dahilán sa pagkakabuhat ng kamay ng isang gurong amerikano sa isa sa mga nag-aaral doón. Bukod sa rito'y tila naghain pa ng isang kasulatan, ang mga nag-aaral sa gobernador general, sa kalihim at puno ng kagawaran ng paaralan.

Hintin natin ang magiging hanga ng sigalót na ito.

* * *

Sumapayapa nawa!

Ang gurong amerikanang si Mrs. Pearl B. Carter, nagtuturo sa High School ng Maynila, ay yumao na sa kabilang buhay. Siya'y namatay sa sakit na umiiral.

Dahilán sa bagyóng dumaan sa kapuluang bisaya, ay maraming bahay-paaralan ang nangasira at gayón din ang mga kasangkapan. Marahil doo'y mapapatigil ng ilang panahón ang pagpapasukán.

* * *

Paliwanag

Ipinamamanhik sa sino mang magpapadalá ng lathala upang ihayag sa pahayagang ito ang sulatíng malinao ang kanilang mga talata, at ipadalá rito bago dumating ang ika 16 ng bawat buan.

ANG PASULATAN: